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ABSTRACT

The general purpose of this bibliography is to bring to light a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and in particular to focus on the literature relating cross-cultural differences to the process of education in formal settings. In this, the second volume, literature published in books (including pamphlet-like items) is cited and annotated. (Author)

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Number 62, March 1979

THE ANNOTATED BIBLIOGRAPHY ON CROSS-CULTURAL PROBLEMS IN EDUCATION

VOLUME II: PUBLISHED LITERATURE (BOOKS)

Cornelius Lee Grove, Ed.D.
American Field Service
New York, New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE ANNOTATED BIBLIOGRAPHY ON CROSS-CULTURAL PROBLEMS IN EDUCATION.

VOLUME TWO: PUBLISHED LITERATURE (BOOKS)

Cornelius Lee Grove, Ed. D.

The general purpose of this bibliography is to bring to light a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and in particular to focus on the literature relating cross-cultural differences to the process of education in formal settings. In this, the second volume, literature published in books (including pamphlet-like items) is cited and annotated. In Volume One, recent fugitive literature available on ERIC microfiche was cited and annotated. (UD 019 003. When an ED number is assigned it will be found in the Cross Reference Index of Resources in Education.)

For the purpose of compiling this second volume, my working definition of "published literature (books)" has been as follows. All items cited herein are published by commercial or not-for-profit houses. The latter include professional associations (such as the Society for Intercultural Education, Training and Research), government-sponsored projects (such as the National Clearinghouse for Bilingual Education), local organizations (such as the Workshop Center for Open Education), and a variety of other not-for-profit groups. (Whenever an item originating with one of these groups is cited, I have included complete ordering information.) Articles appearing in journals are not cited in this volume, but articles appearing in books of readings and anthologies are cited regardless of whether they originally appeared in journals. A few items cited herein, such as simulation games and one collection of photographs, might not be properly described as "literature"; however, they fall squarely within the scope of this bibliography and so have been included.

The substantive concern of this bibliography is quite narrow. It focuses on the literature dealing with non-linguistic cross-cultural problems of an interpersonal nature within educational settings. By "non-linguistic" I suggest, negatively, that literature concerning psycholinguistics, sociolinguistics, bilingual education, second language learning, translating, and so forth has been excluded; I suggest, positively, that literature concerning nonverbal communication (sometimes called body language), sociocultural behavior patterns, cognitive styles, acculturation, biculturalism, and the influence of deep culture

on everyday life has been included. By "cross-cultural" I suggest differences attributable not only to national and ethnic origins, but also to social class and religious backgrounds. By "problems of an interpersonal nature" I suggest both affective and behavioral problems in face-to-face interaction stemming from differing cultural values and social expectations, and cognitive problems in understanding information stemming from differing conceptual styles and repertoires of life experiences. I should add that literature discussing ways and means of teaching the culture concept and of preparing students and others for interaction with culturally different people has been included; literature concerning ethnic studies, specific foreign cultures, and the philosophy of multicultural education and cultural pluralism has not been included. Finally, by "in educational settings" I suggest not only formal educational settings such as classrooms and counselors' offices, but also nonformal settings wherein education, more broadly construed, takes place; with respect to the latter I have in mind the many varied contexts associated with international student exchange. Of course, numerous items of literature cut across these categories for inclusion and exclusion; it has been my sense of the emphasis of the item in question that has guided my decision to include or not. Some excellent items falling outside my selection criteria are cited in the section entitled "Recommended Parallel and Background Readings."

In selecting items for inclusion in this bibliography, I have favored recent publications; however, items of special interest or value from the 1950s, the 1940s, and even the 1930s have been cited as well. The annotations have been written by me following a reading or careful inspection of the item in question; in those few cases where the annotations have been drawn from other sources, these are cited. The number of pages is given in all cases except where I have not personally seen the document. With respect to the comprehensiveness of this bibliography, I believe it to be the most complete annotated bibliography in its field (as that field was defined in the previous paragraph). On the other hand, several years of bibliographic work have taught me that no bibliography is 100% complete, and that all bibliographies are obsolescent almost immediately. Consequently, immediately following the Table of Contents the user will be advised "How to Keep Abreast of Future Published Literature in This Field," and Section One of this bibliography lists "Published Annotated Bibliographies" that may be consulted in addition to this one.

In September 1975, the Institute on International Studies at Teachers College, Columbia University, published the forerunner of this bibliography, which was entitled The Intensively Annotated Bibliography on Cross-Cultural Problems in Education. The scope of that bibliography was broader than the scope of this one; users wishing to consult my 1975 bibliography will find it on ERIC mircrofiche: ED 111 912.

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How to Keep Abreast of Future Published Literature in This Field

The student of non-linguistic cross-cultural problems in education may keep abreast of new published literature in his or her field as follows:

1. Subscribe to The Bridge. This "Review of Cross-Cultural Affairs" is probably the best single resource for keeping abreast of new publications, including teaching materials, in the field of cross-cultural studies. Three regular sections of The Bridge are devoted to this purpose: "Resources," "Book Reviews," and "The Book Store." The last of these makes a large number of publications available by mail at reasonable prices. Subscribe by sending $12.00 to The Bridge, Center for Research & Education, 1800 Pontiac, Denver, CO 80220.

2. Examine the quarterly International Journal of Inter-cultural Relations, official publication of the Society for Inter-cultural Education, Training and Research. Two regular sections, "Book Reviews" and "Books Received," cite publications covering the entire field of intercultural studies. Subscribe by sending $15.00 to Transaction Periodicals Consortium, Rutgers University, New Brunswick, NJ 08903.

3. Examine the Anthropology & Education Quarterly, official publication of the Council on Anthropology and Education. A regular section, "Publication Notes," has the form of an annotated bibliography of recent publications relating to cross-cultural problems in education. Subscribe (and become a member of CAE) by sending $10.00 to the Council on Anthropology and Education, 1703 New Hampshire Avenue, N.W., Washington, DC 20009.

4. Manually search the subject indexes of monthly issues of the ERIC serial publication, Resources in Education, or commission a computer search of the ERIC data base from time to time. In either case, the following ERIC descriptors, among others, will prove useful:

Acculturation
Adjustment Problems
Adjustment (to Environment)
Behavior Patterns
Bias
Biculturalism
Body Language
Classroom Communication
Cognitive Processes
Cognitive Style
Communication Problems
Cross Cultural Studies
Cross Cultural Training
Cultural Awareness
Cultural Background
Cultural Context
Cultural Differences
Cultural Disadvantagement
Cultural Environment
Cultural Factors

Cultural Images
Cultural Interrelationships
Cultural Pluralism
Cultural Traits
Culturally Disadvantaged
Culture Conflict
Culture Contact
Culture Free Tests
Discriminatory Attitudes (Social)
Educational Anthropology
Ethnic Groups
Ethnic Relations
Ethnic Stereotypes
Ethnocentrism
Ethnography
Family School Relationship
Foreign Culture
Foreign Students
Group Relations
Human Relations
Immigrants
Intercommunication
Intergroup Relations
International Educational Exchange
Interpersonal Relationships
Learning Processes
Life Style
Middle Class Culture
Middle Class Values
Migrants
Multicultural Education
Nonverbal Communication
Parent School Relationship
Race Relations
Racism
Social Adjustment
Social Discrimination
Social Relations
Social Values
Sociocultural Patterns
Stranger Reactions
Student Adjustment
Student Attitudes
Student Behavior
Student Exchange Programs
Student School Relationship
Student Teacher Relationship
Teacher Attitudes
Teacher Behavior
Teacher Bias
Testing Problems
Values

Section One: Published Annotated Bibliographies

The following published annotated bibliographies cite literature, both fugitive and published, concerning cross-cultural problems in education and related fields. These bibliographies should be consulted as supplements to Volumes One and Two of this bibliography.

Banks, James A. Teaching Strategies for Ethnic Studies. Boston, MA: Allyn and Bacon, 1975. 502p.

This major substantive work on ethnic studies includes lengthy annotated bibliographies scattered throughout; they cover every facet of this field and include works of anthropology, economics, geography, history, political science, and sociology. The ethnic groups that receive special emphasis in this volume are Native Americans, Europeans, Blacks, Mexicans, Asians, and Puerto Ricans; others are discussed also.

Brislin, Richard W., and Charles, John. "Research on Cross-Cultural Interaction." In David S. Hoopes et al. (Eds.), Overview of Intercultural Education, Training and Research. Volume I: Theory. Washington, DC: Society for Intercultural Education, Training and Research, 1977. pp. 106-152.

Following a short article reviewing research on cross-cultural interaction, Brislin and Charles list various resources in the field, including people and organizations. Following this, nearly 70 leading books and articles are cited and annotated; the annotations sometimes are several paragraphs in length.

Burnett, Jacquetta H. Anthropology and Education: An Annotated Bibliographic Guide. New Haven, CT: HRAF Press, 1974. 159p.

This bibliography includes approximately 875 citations with moderate-length annotations, and is arranged alphabetically by author's last name. No indices are included.

Cardenas, Jose A. Multicultural Education: An Annotated Bibliography. San Antonio, TX: Intercultural Development Research Association, 1976. 30p.

Although many of the citations in Dr. Cardenas's bibliography concern bilingual education and bilingualism, many more will be of interest to those searching for literature on non-linguistic cross-cultural problems. Its divisions include "Rationale and Theory," "Program Strategies," "Models," "Curriculum Development," "Teacher Education and Training," "Community Involvement," and "Evaluation and Testing." Note: Available from IDRA, 5835 Callaghan Road, San Antonio, TX 78228.

Cordasco, Francesco. Immigrant Children in American Schools. A Classified and Annotated Bibliography with Selected Source Documents. Fairfield, NJ: Augustus M. Kelley, 1976. 381p.

This briefly annotated bibliography contains 1500 entries on the immigrant child in the United States. Although the focus is on the immigrant child in his school and community, a wide variety of related items are also cited. The latter cover topics such as social and political history, assimilation/acculturation, inter-ethnic relations, Americanization movements, psychological testing, race typologies, and bilingual/bicultural education.

Council for Exceptional Children. Early Childhood Intervention--Culturally Different: A Selected Bibliography. Reston, VA: Council for Exceptional Children, 1975. 12p.

This annotated bibliography contains approximately 60 citations of documents published between 1966 and 1974. The citations deal with aspects of early childhood intervention for the culturally different in terms of prevention, program effectiveness, parental role, parental education, language development, cognitive development, home visits, program descriptions, curriculum planning, and teaching methods. Note: Available for $4.00 from the Council for Exceptional Children Information Center, 1920 Association Drive, Reston, VA 22091.

Inglehart, Babette F., and Mangione, Anthony R. The Image of Pluralism in American Literature. New York, NY: Institute on Pluralism and Group Identity, 1974. 74p.

This useful annotated bibliography includes 403 citations to fiction, drama, poetry, journalism, criticism, biography and autobiography concerning the following immigrant groups in America: Armenians, Dutch, Germans, Greeks, Hungarians, Irish, Italians, Jews, Poles, Scandinavians, and Slavs. The subject index includes headings such as "Culture Loss or Maintenance," "Education," "Identity Problems," "Moving into Mainstream," and "Social Problems." Note: Available for $1.50 from the Institute on Pluralism and Group Identity, 165 East 56th Street, New York, NY 10022.

Johnson, Harry A. Ethnic American Minorities: A Guide to Media and Materials. New York, NY: R.R. Bowker Co., 1976. 304p.

Here is a goldmine of information for the teacher who is looking for resources useful in teaching about Afro-Americans, Asian-Americans, Native Americans, or Spanish-speaking Americans (Chicanos, Cubans, or Puerto Ricans). Each chapter includes information about the history and cultural heritage of the group in question, an extensive unannotated bibliography of books and articles, and an annotated bibliography of appropriate media and materials of all kinds--films, filmstrips, transparencies, records, posters, and so forth. The annotations deal with recommended grade level, costs, suppliers, and other practical matters.

Kotler, Greta, et al. Bibliography of Ethnic Heritage Studies Program Materials. Washington, DC: National Center for Urban Ethnic Affairs and the National Education Association, 1976. 38p.

This bibliography lists materials developed by projects that received Federal Ethnic Heritage Studies Program grants during 1974-75 and 1975-76. The annotations are short in most cases, and the main citation section is organized by state. Four indices sort the citations by audience, audiovisual type, ethnic group, and subject; the subject index includes entries for anthropology, cultural studies, education, and sociology, among many others. Full addresses are given for every item so that users may seek additional information or may purchase the materials in those cases where they are for sale. Note: Available from the NCUEA, 1521 16th Street, N.W., Washington, DC 20036.

Lindquist, Harry M. "A World Bibliography of Anthropology and Education, with Annotations." In Murray L. Wax et al. (Eds.), Anthropological Perspectives on Education. New York, NY: Basic Books, 1971. pp. 307-384.

In this bibliography, about 70% of the entries are annotated, most with one or two short sentences; a section on "General" works is followed by sections covering literature on Africa, Asia, Europe, North America, and the Pacific. Only recent works are cited. In an accompanying article, Lindquist apologizes for omitting Latin America. The bibliography is primarily devoted to reviewing the major themes running through the literature in anthropology and education: elitism, problems of minority education, the nature of educational planning, national vs. local loyalties, the rural-urban split, and unemployment.

Nichols, Margaret S., and O'Neill, Peggy. Multicultural Resources for Children. Stanford, CA: Multicultural Resources, 1977.

This is a bibliography of materials for preschool through elementary grades in the areas of Black, Spanish-speaking, Asian American, Native American, and Pacific Island cultures. Includes picture books, early reading, folktales, legends, biography, fiction, poetry, plays, art, music, crafts, games, festivals, social studies, human relations, simulations, posters, etc. (This annotation appeared as a review in The Bridge.) Note: Available for $4.00 from Multicultural Resources, Box 2945, Stanford, CA 94305.

Noble, Steven J. Learning about Global Cooperation and The United Nations System. New York, NY: United Nations Association of the United States of America, n.d. 28p.

This "Annotated Curriculum Resource Guide," which was compiled in 1976, does not have as its major focus non-linguistic cross-cultural problems in education. However, it includes citations of books,

materials, audiovisuals, simulations, and other items that are likely to be of interest to classroom teachers and others who are attempting to teach culture, instill global perspectives, promote world citizenship, and so forth--all of which are likely to be concerns of users of this bibliography. Prices and ordering addresses of all items are given, and an appendix lists other sources of information, publications, and services. Note: Available from the UNA-USA School Program, 345 East 46th Street, New York, NY 10017.

Rosentiel, Annette. Education and Anthropology: An Annotated Bibliography. New York, NY: Garland Publishing, 1977. 646p.

This 3435-item bibliography on anthropology and education covers literature in six languages published between 1689 and 1976 reflecting (1) historical influences, (2) current trends, (3) theoretical concerns, and (4) practical methodology. Doctoral dissertations are included among the items. There is a topical index as well as a regional (people and places) index. The annotations, all personally written by the compiler, are up to sixty words in length.

Rubano, Judith. Culture and Behavior in Hawaii: An Annotated Bibliography. Honolulu, HI: Social Science Research Institute, 1971. 155p.

This annotated bibliography cites materials that relate to the attitudes and behavior of the ethnic peoples of Hawaii. Note: Available for $4.00 from the Publications Office, SSRI, University of Hawaii, 1914 University Avenue, Honolulu, Hawaii 96822.

Seelye, H. Ned, and Tyler, V. Lynn. Intercultural Communicator Resources. Provo, UT: Language and Intercultural Research Center, 1977. 97p.

Fewer than half the pages of this all-inclusive resource guide are devoted to an annotated bibliography of books. The remainder are devoted to citations of other bibliographies, other print and media material (such as journal articles, videotapes, and films), communication media sources (such as articles and papers, film organizations, and international communication agencies), fugitive materials (only those on file at LIRC are listed), and other resources (such as directories, information centers, materials collections, and institutions conducting research). With respect to entries in all these sections, some have lengthy annotations, some have short annotations, some have none. An appendix lists words and short phrases useful in cataloging or organizing materials related to intercultural communications. Note: Available for $5.45 from the Language & Intercultural Research Center, Brigham Young University, 240 B-34, Provo, UT 84602.

Spencer, Richard E., and Awe, Ruth. International Educational Exchange: A Bibliography. New York, NY: Institute of International Education, n.d. (1970?). 156p.

Although technically not an annotated bibliography, this massive compilation of citations is so minutely subdivided that users should have little difficulty isolating useful publications. The five major sections are "International Exchange of Students, Teachers, and Specialists," "Educational Curriculum," "General Works on International Educational and Cultural Exchange," "Cross-Cultural and Psychological Studies Relevant to Educational Exchange," and "Bibliographies." The first section named above is divided into fourteen subsections, including "Selection/Admissions/Orientation," "Foreign Student Advisors," "Attitudes/Adjustment," "Returnees/Follow-up Evaluations," and "Foreign Students and Other Foreign Visitors in the United States." Note: Available for $6.00 from the Publications Division, Institute of International Education, 908 United Nations Plaza, New York, NY 10017.

Spindler, George, and Spindler, Louise. "Case Studies in Education and Culture." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 542-544.

Seventeen descriptive studies of in-school and out-of-school education in a wide variety of cultures are annotated in this bibliography. Included are studies carried out within the following cultural groups in the United States: Alaskan Eskimos, Amish, Blacks in rural Louisiana, Blacks in New York City, and white middle-class suburban administrators. Another annotated bibliography of six items follows immediately (pp. 545-546); it is entitled "Case Studies in Cultural Anthropology Containing Materials on Cultural Transmission," and includes a study of the Hutterites of South Dakota and Montana.

Stone, James C., and DeNevi, Donald P. (Eds.). Teaching Multi-Cultural Populations: Five Heritages. New York, NY: Van Nostrand Reinhold, 1971. 488p.

This compilation of 37 articles concerning Blacks, Puerto Ricans, Mexican-Americans, American Indians, and Asian-Americans (Japanese and Chinese) includes a 24-page annotated bibliography of information about--and for use with students from--the five minority groups. Covered are bibliographies, journals, sources on history and culture, contemporary issues, the arts, audiovisual materials, sociological and anthropological studies, materials for classroom use, and so forth; all these categories are repeated for each of the five groups. Classroom teachers especially will find Stone and DeNevi's bibliography a useful resource.

Trueba, Henry T. Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography. Champaign, IL: Stipes Publishing Co., 1977. 176p.

This appears to be one of the most complete bibliographies of its kind, and wins high marks for breadth and organization. Its major categories are Bibliographies, Bilingual/Bicultural Education, Bilingualism, Education, Language, and Socio-Cultural Perspectives. Each of these categories is in turn further subdivided; for example, Socio-Cultural Perspectives is broken down into 30 subcategories, including Acculturation-Enculturation, Alienation, Assimilation, Cultural Differences, Ethnic Relations, Nature of Culture, and so forth. Although Trueba's bibliography is unannotated, it is included herein because its extensive organization functions as a sort of annotation scheme.

Tucker, Michael F. Screening and Selection for Overseas Assignment: Assessment and Recommendations for the U.S. Navy. Denver, CO: Center for Research and Education, 1974. 120p.

This report was not intended as an annotated bibliography, but can serve as one with reference to literature on criteria and predictors of successful experiences of individuals living and working in a culturally different environment. Sixty-five items of literature are individually reviewed (in either Appendix B or C) with respect to the findings of each on adjustment of overseas personnel such as missionaries, businessmen, military personnel, students, Peace Corps volunteers, and others. The full references for these and over 100 additional related works are found in the bibliography. In addition, this literature is generally discussed in Section II of the report. Tucker found that to date, no one had developed either a proven set of criteria of overseas success, or a proven set of predictors of such success. Note: Available for $6.00 from the Center for Research and Education, 2010 East 17th Avenue, Denver, CO 80206.

Tysse, Agnes N. International Education: The American Experience. A Bibliography. Metuchen, NJ: Scarecrow Press, 1974. Volume One: 169p. Volume Two, Part I: 546p. Volume Two, Part II: 547p.

This two-volume (physically, three-volume) bibliography contains 11,359 citations to doctoral dissertations and masters theses (Volume One), to periodical articles on general topics (Volume Two, Part I), and to periodical articles on area studies (Volume Two, Part II); every conceivable aspect of international education from the American point of view is covered. Within each volume, the documents are organized and arranged in logical fashion; organizational subdivisions of particular interest in Volume Two, Part I, include "Adjustment to an Alien Culture," "Attitude Change through International Contacts," "Foreign Influences on American Education and Cultural Institutions," "Counseling and Foreign Student Advisors," "Hospitality and Community Involvement," "Orientation," and "Americans as Viewed by Foreigners," among many others. Each document is numbered in order to facilitate the use of thorough indices at the ends of Volume One and Volume Two, Part II. Most of the citations are annotated, and most of the annotations are one or two short sentences in length. A third volume covering books, essays, and government documents is forthcoming.

Section Two: Recommended Parallel and Background Readings

The following books and articles do not deal with cross-cultural problems in education, and therefore fall outside the scope of Section Three of this bibliography. However, the compiler found that each of the following entries made a valuable contribution to his understanding of culture and cross-cultural problems in general. Therefore, he recommends them to users of this bibliography as excellent parallel and background readings. (Note: These citations are not covered in the index.)

Benedict, Ruth. Patterns of Culture. Boston, MA: Houghton Mifflin, 1934.

Though written more than forty years ago, Patterns of Culture remains an excellent introduction to the concept and the study of culture. Benedict's main thesis is that very little in the human behavioral repertoire is a matter of "human nature"; humans are molded much more by custom than by instinct. Another point underscored by Benedict is that any given culture is an integrated and patterned whole. She illustrates these concepts with three chapter-length descriptions of sharply differing societies: the Pueblo of New Mexico, the Dobu of Melanesia, and the Kwatiutl of the Pacific Northwest. In the final two chapters, Benedict discusses the relationship between individual predispositions (as studied by psychologists) and cultural norms (as studied by anthropologists). Note: Available for $4.55 from Center for Research & Education, 1800 Pontiac, Denver, CO 80220.

Birdwhistell, Ray L. Kinesics and Context. New York, NY: Ballantine Books, 1970. 427p.

Birdwhistell was one of the earliest theorists in the field of nonverbal communication, and continues to be a leading researcher. This collection of his writings includes little that is directly related to cross-cultural problems in education, but it makes valuable reading for those who are interested in the nonverbal channels of communication--and it is in these nonverbal channels that many or most of the misunderstandings inherent in cross-cultural communication have their origin. Birdwhistell makes a convincing case for the proposition that nonverbal behavior has more communicative value than verbal behavior (speech), and for the theoretical viewpoint that the social-integrative function of nonverbal behavior is at least as important as its new-informational function. Particularly recommended are "Backgrounds," beginning on page 30, "It Depends on the Point of View," beginning on page 83, and "Communication and Culture: A Limited Conclusion," beginning on page 317.

Briggs, Jean L. Never in Anger: Portrait of an Eskimo Family. Cambridge, MA: Harvard University Press, 1970. 379p.

Ms. Briggs joined a small community of nomadic Eskimos in the late summer of 1963 and lived with them northwest of Hudson Bay, north of the Arctic Circle, for well over a year. From her experience came this engaging and thought-provoking book. Its value to readers of this bibliography is that it leads to a deeper appreciation of the kinds of differences that divide people from divergent cultural backgrounds. No mention is made in the book of formal educational practices among the Eskimos, although there is much information about the socialization and enculturation of Eskimo children. Briggs not only provides painstakingly recorded details about Eskimo life and emotional patterns, but also demonstrates uncommon insight into her own reactions to her experience. A major appendix deals with Eskimo concepts of emotion.

Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs, NJ: Prentice-Hall, 1963. 184p.

In the opinion of this reviewer, this volume is outstanding as a clear and uncomplicated introduction to anthropology and the concept of culture. It is written for the non-specialist by an anthropologist who has devoted her life to making her subject understandable to all. Numerous examples of all kinds of cross-cultural differences are included. This book (in paperback form) was in print in the Spring of 1978.

Chothia, Fali. Other Cultures, Other Ways: Why Can't Everyone Be Like Us? Denver, CO: Center for the Orientation of Americans Going Abroad, 1978. 21p.

This publication discusses, in simple terms, the nature of culture and the ways in which culture influences one's thinking and behavior. Examples are provided of a wide variety of interpersonal misunderstandings caused by cross-cultural differences. Introductory in nature, this booklet will prove useful to those who are about to travel overseas but who have little or no knowledge of the nature and potential impact of cultural differences. Note: Available for $2.45 (cheaper prices offered for quantity orders) from the Center for the Orientation of Americans Going Abroad, 2819 South Locust Street, Denver, CO 80222.

Cole, Michael, and Scribner, Sylvia. Culture and Thought: A Psychological Introduction. New York: John Wiley & Sons, 1974. 221p.

This non-statistical, jargon-free, and otherwise clearly written book is the best introduction to cross-cultural research on cognitive processes known to this reviewer. Cole and Scribner begin by reviewing the history of thought about the relation of culture and cognition, then provide chapter-length overviews of key research projects in the

following areas: culture and language, culture and perception, culture and conceptual processes, culture and problem solving, and culture, learning, and memory. Yet, their purpose is greater: not only do they critique each of the projects they describe, but also they close this modest volume by advancing a thoughtful and informed proposal for a new program of research distinguished by (1) attention to people's use in certain social contexts of "functional cognitive systems" instead of to the supposed presence or absence of cognitive capacities across cultures, (2) commitment to the employment of a wide variety of methodologies drawn from appropriate social sciences (especially anthropology) in order to gain multiple perspectives on any given aspect of cognitive functioning, and (3) recognition that intragroup comparisons can be as productive in the search for answers as comparisons across cultures. An extensive unannotated bibliography is included.

Cole, Michael, et al. The Cultural Context of Learning and Thinking. New York, NY: Basic Books, 1971. 304p.

This volume deals with the influence of culture on cognitive processes, although most of the ink is expended on detailing the research carried out by the four authors (including John Gay, Joseph Glick, and Donald Sharp) among the Kpelle of Central Liberia. Their approach fuses the fields of anthropology and psychology, which in the past formed divergent assumptions about the influence of culture upon thinking. The message of this work is that the notion of an inferior "primitive mentality" due to "cultural deprivation" is nonsense. What differs between cultures is not the quality of thought processes, but the content and premises of thought, and the situations and conditions which elicit thinking. Western reification of "intelligence" as supposedly demonstrated by the creation of technology is merely an ethnocentric view--in fact, people's skills at tasks differ with their respective culture's emphasis on those tasks.

Condon, John C., and Yousef, Fathi. An Introduction to Intercultural Communication. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1975. 306p.

Of several general texts in the field of intercultural communication, this one seems to have gained the widest acceptance. Professor Condon, an American, brings to this book ten years of experience in Mexico, Brazil, Tanzania, and Japan; Professor Yousef, an Egyptian, brings many years of experience working with Americans in the Middle East and in Europe. Their emphasis is on values and beliefs as well as communication across cultures. Also discussed at length are nonverbal behavior, life styles in the home, language and patterns of thought and rhetoric, translation and interpreters, and socio-cultural patterns in the developed and developing nations. Included is a thirty-page bibliography.

Fieg, John P., and Blair, John G. There IS a Difference: 12 Intercultural Perspectives. Washington, DC: Meridian House International, 1975. 136p.

Through extensive interviewing of foreign-born individuals who had lived in the United States for varying lengths of time, the authors prepared sketches of the critical differences between American culture and the culture of twelve foreign nations: Brazil, India, Japan, Kenya, Turkey, Colombia, Indonesia, Ethiopia, Jamaica, Iran, Egypt, and Nigeria. These are interesting and instructive, but introductory in nature due to their short length. The final chapter, "Perspectives," deals with the principal impressions and cross-cultural problems of the new arrival to the United States: pace of life, friendship, egalitarianism, emotional expressiveness, informality, teacher-student relations, and several others. This reviewer believes that the principal value of There IS a Difference lies in its multi-angled perspective on the socio-cultural patterns of American life. The book's title is intended as a refutation of the common but naive assumption that all peoples are fundamentally alike. Note: Available for $2.50 from Meridian House International, 1630 Crescent Place, N.W., Washington, DC 20009.

Hall, Edward T. Beyond Culture. Garden City, NY: Anchor Press, 1976. 256p.

Hall, one of the leading figures in cross-cultural research and writing, stresses first and foremost the importance of context (situation) in understanding human events, and discusses the differences between "high-context" and "low-context" cultures. Also treated at length are extension transference, the failures of institutionalized education, and the notion that cross-cultural experience provides the only sure basis on which people can transcend the culture into which they were born and adapt it to the times. Chapter 5 is an outstanding statement of present knowledge with respect to biological rhythms; chapter 15 advances a new theory of culture as identification. Although this volume is relatively free of jargon, it is not recommended for newcomers to the field of cross-cultural studies. Extensive bibliography. Note: The two other major works by Edward T. Hall are The Silent Language (1959), in which he develops an elaborate theory that explicates all of culture (that is, all man-made things and events) as having communicative value, and The Hidden Dimension (1966), in which he examines in depth the ways humans from different cultures use time and space.

Hall, Edward T., and White, William Foote. "Intercultural Communication: A Guide to Men of Action." In Alfred G. Smith (Ed.), Communication and Culture. New York, NY: Holt, Rinehart & Winston, 1966. pp. 567-576.

This article is an excellent introductory reading for those new to the field of intercultural communication. Hall and White provide many examples contrasting American with foreign cultural patterns in order to make their key points forcefully: "culture" involves vastly more than artifacts and customs, and face-to-face communication can break down even when individuals from different cultural backgrounds share a common spoken language. Although written for businessmen, this is a practical and revealing article for educators.

Hoopes, David S. (Ed.). Readings in Intercultural Communication, Volume III. Pittsburgh, PA: Regional Council for International Education, 1973. 148p.

This volume contains a mixed group of articles, seven under the general heading "Basic Issues in Intercultural Communications Research," and three under "Applications: Cross-Cultural Training and the Intercultural Communications Workshop." Many of the articles, including all three in the second section, are concerned with research and evaluation issues. Of special interest is an article by Edward C. Stewart, entitled "Outline of Intercultural Communication" (pp. 15-36), which was prepared by Stewart and a committee as a "map" of the field.

Hoopes, David S., et al. (Eds.). Overview of Intercultural Education, Training and Research. Volume I: Theory. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1977. 152p.

This volume contains ten articles on the basic concepts that constitute the framework for cross-cultural training and the study of intercultural communication. Topics covered include values and beliefs, perceptual processes, adaptation to new cultures, mental health, conflict, the function of language, and cross-cultural effectiveness. Two articles cover the field of cross-cultural research more generally. The articles conclude with bibliographies, some of them extensive. Note: Available for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

Key, Mary Ritchie. Paralanguage and Kinesics (Nonverbal Communication). Metuchen, NJ: Scarecrow Press, 1975. 246p.

Key's book provides excellent background reading for those whose interest combines cross-cultural problems with nonverbal communication. Paralanguage and Kinesics is outstanding (and unusual) for its treatment of nonverbal behavior in cross-cultural context. The chapter on paralanguage (that is, vocal but nonverbal behavior) is one of the best statements known to this reviewer, and there is a separate chapter on the function on silence. Instead of merely paying due respect to the importance of the context of behavior, Key devotes two chapters to it. Her bibliography is sixty pages long.

Language Research Center. Intercultural Communicating. Provo, UT: Brigham Young University, 1975. 35p.

This manual is intended primarily for people about to embark on an overseas sojourn or assignment. Its purpose is not to teach any particular set of cultural patterns, but to raise awareness of (1) the myriad ways in which such patterns differ across cultures, and (2) the special characteristics of American patterns. Intercultural Communicating includes numerous examples and case studies as well as questions to ask oneself while interacting in a variety of situations; it is especially strong in its attention to cultural differences in nonverbal behavior, values, and social expectations. Note: Available for $3.10 from the Center for Research and Education, 1800 Pontiac, Denver, CO 80220.

Lee, Dorothy. "Codifications of Reality: Lineal and Nonlineal." In James P. Spradley and David W. McCurdy (Eds.), Conformity and Conflict, Second Edition. Boston, MA: Little, Brown and Co., 1974. pp. 112-127.

This reviewer highly recommends Lee's article as a fascinating illustration of the extreme and deep-seated ways in which cultures can differ. The article ostensibly deals with the differences separating the English language from that of the Trobriand Islanders, but the implications of these differences go far beyond matters of structure and lexicon, touching upon fundamental differences in life styles, world views, and ways of perceiving reality. Note: This article also can be found in Joan I. Roberts and Sherrie K. Akinsanya (Eds.), Educational Patterns and Cultural Configurations: An Anthropology of Education. New York, NY: David McKay, 1976. pp. 272-281.

Marris, Peter. Loss and Change. Garden City, NY: Anchor Books, 1974. 192p.

Ostensibly, this little book is not about cross-cultural interaction, being concerned instead with the grieving process that follows profound loss or change. But its first chapter, entitled "The Conservative Impulse" (pp. 7-25), is the most cogent explanation ever seen by this reviewer of why interpersonal contacts across cultures lead to personality disruption (culture shock) as well as to misunderstandings. Marris sets out to discuss the deep human need for regularity and predictability in everyday affairs, relating this need to the impact of loss or change. It is this same need, of course, which makes interpersonal dealings with culturally different people so difficult and disorienting. Even though Marris makes no specific mention of cross-cultural problems of an interpersonal nature, his first chapter is a brilliant statement of the fundamental causes of such problems.

Robinson, Donald W. (Ed.). Verdict on America: Readings from Textbooks of Other Countries. Boston, MA: Houghton Mifflin, 1974. 145p.

This unusual book contains lengthy excerpts from the secondary-level textbooks of 19 nations: Argentina, Australia, Canada, China (People's Republic), Colombia, Czechoslovakia, France, East Germany, West Germany, Israel, Italy, Japan, Mexico, Norway, Philippines, Rhodesia, South Africa, Soviet Union, and United Kingdom. These excerpts all concern the United States, and are organized in chapters dealing with the American way of life, urban problems, minorities, politics, the dollar, peace and war, and the American character. Of interest is the fact that the reading level of the quoted passages obviously is well above that provided for American secondary students. Index.

Scheflen, Albert E. Body Language and Social Order. Englewood Cliffs, NJ: Prentice-Hall, 1972. 208p.

This volume makes its points as much by photographs as by use of the written word. Although many of the individual meanings of body movements are discussed and analyzed, it is the overall function of nonverbal behavior that interests Scheflen; that function, as the title suggests, is the maintenance of social order. In other words, body movements are seen as a traditional code operating largely out-of-awareness whether or not language is employed. Body Language and Social Order is the best short introduction to nonverbal behavior known to this reviewer. Advanced readers will appreciate How Behavior Means (Garden City, NY: Anchor Press, 1974), by the same author.

Sharp, Lauriston. "Steel Axes for Stone-Age Australians." In James P. Spradley and David W. McCurdy (Eds.). Conformity and Conflict, Second Edition. Boston, MA: Little, Brown & Co., 1974. pp. 413-427.

This interesting article is of use primarily to the person who is attempting to teach culture to secondary or college-age students. It is an outstanding illustration of the standard assertion by anthropologists that the introduction or creation of one innovation (thing or idea) into a given cultural pattern eventually will have ramifications throughout that pattern. Sharp relates how the introduction of an apparently insignificant hatchet-size steel axe into the culture of the Australian Aborigines eventually produced ramifications that threatened the very meaning of their lives.

Stonequist, Everett V. The Marginal Man. New York, NY: Russell & Russell, 1961. 228p.

Originally published in 1937, Stonequist's work has a certain timeless quality. Subtitled "A Study in Personality and Culture Conflict," the book is a thorough sociological-psychological interpretation and analysis of the clash of divergent cultures at the

level of individual functioning. The marginal man is a person who exists on the margins of two cultures--one dominant, one subordinate--and consequently experiences personal conflict and resulting personality disorganization. In the first part of this book Stonequist examines the social situations that produce marginal men; in the second part he deals with the consequences of marginality for adjustment.

Wedge, Bryant M. Visitors to the United States and How They See Us. Princeton, NJ: D. Van Nostrand Co., 1965. 168p.

The author prepared for the writing of this book by interviewing one hundred "escort-interpreters" of the Department of State who had been assisting in the Foreign Leader Program by travelling around the U.S. with leading individuals from a wide range of foreign countries. The book describes the difficulties faced by foreign visitors in understanding numerous features of American culture (with emphasis on the American political and economic system) and discusses the probable cause of each. Also useful is what the escort-interpreters learned about how to promote understanding: in essence, it was to play down reliance on verbal explanations and concentrate on exposing the visitor to the concrete, the real, and the personal. A major value of this book is in the extra measure of understanding it provides Americans of themselves. The outlook of visitors from Africa, Japan, Latin America, and the USSR is described.

Yousef, Fathi S. "Nonverbal Behavior: Some Intricate and Diverse Dimensions in Intercultural Communication." In Larry A. Samovar and Richard E. Porter (Eds.), Intercultural Communication: A Reader, Second Edition. Belmont, CA: Wadsworth Publishing Co., 1976. pp. 230-235.

This short article is valuable primarily for the examples it provides of the breakdowns that can occur in intercultural face-to-face communication due to mistaken assignment of meaning to the nonverbal behaviors of others. The examples include misunderstandings founded in monochronic vs. polychronic differences in the handling of time, differing nonverbal ways of showing respect to a superior, and variant conceptions of what are acceptable tactile behaviors in male-male, female-female, male-female dyads. Note: The containing volume includes many other articles of general interest to those involved with communication across cultures; it is available for $7.55 from Center for Research & Education, 1800 Pontiac, Denver, CO 80220.

Section Three: Published Literature (Books)

The following entries cite published literature (books and articles in books) on non-linguistic cross-cultural problems of an interpersonal nature within educational settings (as defined in the introduction, pp. i-ii). The citations are ordered by author's last name, and are numbered to facilitate use of the Index, which begins on page 60.

-1-
Angel, Frank. "Social Class or Culture? A Fundamental Issue in the Education of Culturally Different Students." In Bernard Spolsky (ed.), The Language Education of Minority Children. Rowley, MA: Newbury House, 1972. pp. 37-47.

In this thoughtful article, Angel addresses the critical question of what classroom teachers should do differently as they interact with and instruct culturally different learners. He suggests that the educational problems faced by minority group children may be more a function of socioeconomic conditions than of cultural differences, but admits the extreme difficulty in ever disentangling cultural from socioeconomic factors. In the end, he provides no answers; the article is valuable for the sympathetic and knowledgeable manner in which issues are discussed.

-2-
Asch, Timothy. "Audiovisual Materials in the Teaching of Anthropology from Elementary School through College." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 463-490.

The author explores ways in which audiovisual devices and materials (including photographs, slides, filmstrips, films, videotapes, sound recordings, and other forms more in the province of the fine arts) can be used both as teaching devices and as learning activities at all levels. Many specific ideas are included about pedagogical approaches, student projects, and technical concerns. Bibliography.

-3-
Barna, LaRay M. "Intercultural Communication Stumbling Blocks." In Larry A. Samovar and Richard E. Porter (Eds.), Intercultural Communication: A Reader, Second Edition. Belmont, CA: Wadsworth Publishing Company, 1976. pp. 291-298.

This is an ideal article for the newcomer to the field of cross-cultural communications. Although it is not specifically about

classroom problems, some of its examples of actual cross-cultural misunderstandings do involve older exchange students. Barna presents five variables in the face-to-face communication process that are major stumbling blocks when cross-cultural contact is involved: (1) language differences, (2) illusive nonverbal cues, (3) preconceptions and stereotypes, (4) the practice of immediate evaluation, and (5) tension and high anxiety.

-4-
Barna, LaRay M., and Jain, Nemi C. "Teaching of Intercultural Communication at the Undergraduate and Graduate Levels." In David S. Hoopes, et al. (Eds.), Overview of Intercultural Education, Training, and Research. Volume II: Education and Training. Washington, DC: Society for Intercultural Education, Training and Research, 1978. pp. 1-9.

This article reviews the history and present status of courses on intercultural communication at the post-secondary level; lists fundamental assumptions, ideas, concepts, and theories underlying such courses as well as four basic approaches used in teaching them; discusses future directions, prospects, and needs; and lists a variety of resources including organizations, materials, audiovisuals, and simulation games. A nonannotated bibliography is included. Note: The containing volume may be ordered for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-5-
Batchelder, Donald. "Preparation for Cross-Cultural Experience." In Donald Batchelder and Elizabeth G. Warner (Eds.), Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment Press. 1977. pp. 59-68.

Batchelder, who is Director of Cross-Cultural Studies for The Experiment in International Living, outlines a number of exercises, activities, and discussions that have proved successful in helping students prepare themselves for cross-cultural living experiences. The exercises relate heavily to the affective and conative domains, involving the "process" or "experiential" approach preferred by The Experiment; however, they are not the type of exercises associated with sensitivity training. They are grouped under five general questions that need to be dealt with by the students: (1) Who am I? (2) Where do I come from? (3) Where am I going? (4) What for? and (5) What am I willing to attempt? Many other exercises are described in detail between pages 71 and 140 of this volume.

-6-
Batchelder, Donald. "Training U.S. Students Going Abroad." In David S. Hoopes, et al. (Eds.), Overview of Intercultural Education, Training and Research. Volume II: Education and Training. Washington, DC: Society for Intercultural Education, Training and Research, 1978. pp. 45-63.

In this well written and informative article, Batchelder begins

by reviewing the history, the clientele, and the basic assumptions associated with the training of U.S. students going abroad. Then, at more length, he discusses theories, approaches, methods, and resources that have been found useful and productive in cross-cultural orientation sessions. The approach Batchelder recommends is a balanced amalgam of the cognitive and the experiential in which the students are given constant opportunity to involve themselves in the learning process rather than act as mere passive recipients. Batchelder states that many successful orientation programs have been organized around five key questions to be answered by the students individually through a process of group discussions and activities. The questions are: Who Am I? Where Do I Come From? Where Am I Going? What For? What Am I Willing to Consider Attempting? A bibliography is included. Note: The containing volume may be ordered for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-7-

Baty, Roger. Reeducating Teachers for Cultural Awareness. New York, NY: Praeger Publishers, 1972. 137p.

Subtitled "Preparation for Educating Mexican-American Children in Northern California," this book reports on an "action-research project" carried out under a USOE contract. Baty devised and conducted an in-service training program for two groups of elementary school teachers. The goals were to increase the teachers' understanding of the Mexican-American child's cultural background, and to help the teachers find ways to increase the child's self-esteem. Pre- and post-tests of tolerance and optimism were used to determine changes in the teachers' attitudes. A great deal of space in this book is preempted by discussions of methodological and statistical matters, but Baty does advance a few policy recommendations as a result of his experiences with the project.

-8-

Beals, Ralph L. and Humphrey, Norman D. No Frontier to Learning: The Mexican Student in the United States. Minneapolis, MN: University of Minnesota Press, 1957. 148p.

After thoroughly explaining the "cultural approach" adopted by the authors (worth reading in itself), the text discusses Mexican students at home, their adaptation to life in the United States, their reactions to the cross-cultural experience, and their problems upon returning to Mexico. The students were all at the college and university level, including some post-doctoral fellows. Generalizations are balanced by many references to the experiences and feelings of individuals. Implications for student exchange programs are discussed.

-9-
Bedford, Richard C. "The Role and Function of the Native Teacher." In Frank Pialorsi (Ed.), Teaching the Bilingual. Tucson, AZ: University of Arizona Press, 1974. pp. 218-225.

Bedford argues that there is definitely a place for the native teacher (that is, the teacher from the same linguistic background as the students) in aural-oral language learning programs. His position is based on the view that the native teacher usually will be better able to explain the many cross-cultural inconsistencies in linguistic and cultural norms than will the foreign-born teacher (that is, the teacher who is a native speaker of the language being learned). The article includes many examples of practical classroom problems of the kind Bedford has in mind. Bedford sees the major contribution of the foreign-born teacher as the precise teaching of pronunciation and of idiom.

-10-
Bennett, John W., et al. In Search of Identity: The Japanese Overseas Scholar in America and Japan. Minneapolis, MN: University of Minnesota Press, 1958. 369p.

This ambitious volume is an interdisciplinary study (anthropology, sociology, and psychology) of dozens of Japanese male students from many walks of life who, during the interwar and post-World War II years, sojourned in the United States for educational purposes. A separate chapter looks at the experiences of Japanese women educated in the U.S.A. Three chapters (Part III) attempt to generalize about the intercultural experiences of Japanese students; here the authors develop a "cultural model of interaction" (and, in particular, an "arc of status-cue confusion") which could have considerable heuristic value for researchers beyond the Japanese-American context. Appendices include suggestions for the guidance of foreign visitors. Note: A condensed treatment of the same material may be found in the following article: Bennett, John W., and McKnight, Robert K. "Social Norms, National Imagery, and Interpersonal Relations." In Alfred G. Smith (Ed.), Communication and Culture. New York, NY: Holt, Rinehart, and Winston, 1966. pp. 595-608.

-11-
Blubagh, Jon A., and Pennington, Dorothy L. Crossing Differences... Interracial Communication. Columbus, OH: Charles E. Merrill, 1978.

This is a teaching guide and resource manual dealing with values and assumptions, nonverbal communication, linguistic differences, the issue of power, and the "blocking" assumptions that whites and various racial minorities have about each other. Each chapter includes exercises that can be used in classrooms. (This annotation adapted from a review appearing in The Bridge.)

-12-
Board of Education of New York City. The Puerto Rican Study. 1953-1957. New York, NY: Oriole Editions, 1972. 267p.

This volume reports on a broad research project carried out in New York City using as subjects immigrant Puerto Ricans of primary school age. Much attention is paid to the problems of learning English, but non-linguistic problems are discussed as well--see especially the chapter entitled "The Social-Cultural Adjustment of Puerto Rican Pupils and Parents." One interesting conclusion of this study is that the key difference between those immigrant children who adjust well and make progress in school, and those who don't, lies in the realm of individual personality characteristics. Practical recommendations for methods and materials, grouping, staffing, teacher training, and so forth, are included.

-13-
Bohannan, Paul J. "Field Anthropologists and Classroom Teachers." In Francis A.J. Ianni and Edward Storey (Eds.), Cultural Relevance and Educational Issues. Boston, MA: Little, Brown and Co., 1973. pp. 179-189.

In this interesting article, Bohannan finds great areas of similarity between anthropologists working in strange and faraway places, and classroom teachers--especially neophytes--working in schools in communities different from those in which they were raised. The comparison not only is convincing on an intellectual level, but also leads to some useful and practical suggestions for teachers. Bohannan argues that it is teachers rather than students who must make the major adjustment in culturally diverse classrooms, and that such changes can be made only on the basis of knowledge and full understanding of both cultures involved. The teachers must then scrutinize their own values to determine which of their pedagogical and disciplinary preferences are really worth insisting on, and which are merely discardable artifacts of their own cultural background. If these steps are not taken, the destructive emotional backlash of culture shock may seriously undermine teacher-student communication.

-14-
Bohannan, Paul, et al. "An Experimental Ninth-Grade Anthropology Course." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 491-505.

The authors describe in detail an anthropology course they taught to ninth graders of average and above-average intelligence at an independent day school in Illinois over a period of three years. During the first year, the following topics were covered: cultural and social anthropology (emphasizing detailed ethnographic studies such as Turnbull's The Forest People), human origins and prehistory, and comparative civilizations. During the second and third years, the comparative civilization material was dropped and the other topics were spread over the entire year. The authors conclude that ninth graders

can be taught sophisticated anthropological material about as readily as college freshmen and sophomores, although there are certain difficulties particular to the younger students. The authors also offer specific advice on the training of secondary school teachers who will be teaching similar courses.

-15-
Bransford, Louis A., et al. (Eds.). Cultural Diversity and the Exceptional Child. Arlington, VA: Council for Exceptional Children, 1974. 87p.

This document contains selected proceedings from the Conference on Exceptional Children held at Las Vegas, Nevada, in August 1973. The focus of the conference was the needs of culturally and linguistically different exceptional children. Presentations of special interest to readers of this bibliography covered topics such as (1) ways in which the culturally different student comes into conflict with traditional curricula, (2) learning styles of Mexican-Americans and Asian-Americans, (3) value conflict in the education of Native Americans, and (4) the Asian-American's search for identity. Note: Available for $5.00 from the Council for Exceptional Children Information Center, 1920 Association Drive, Reston, VA 22091.

-16-
Brembeck, Cole S. "Educational Aspirations as a New Social Force." In Cole S. Brembeck and Walker H. Hill (Eds.), Cultural Challenges to Education. Lexington, MA: Lexington Books, 1973. pp. 63-85.

Brembeck reports on a series of extensive interviews he conducted in India, Pakistan, and the Philippines in order to learn more about the social determinants influencing school learning within the context of rising expectations. Among other things, Brembeck was interested in studying (1) the preservation of cultural identity by villagers in the face of alien ways imported by schools, (2) discontinuities between home and school resulting from education of the young, and (3) the response of elite groups to upward pressure from lower classes. Read this article for an international perspective on cross-cultural problems in education in an intranational context.

-17-
Brislin, Richard, and Pedersen, Paul. Cross-Cultural Orientation Programs. New York, NY: Gardner Press (distributed by Hasted Press), 1976. 223p.

This volume is a thorough review of knowledge and practice relative to cross-cultural orientation programs for a variety of purposes and audiences. After discussing the basic issues in cross-cultural adjustment and orientation, the authors describe eleven models for cross-cultural orientations, review eight programs that have been put into actual practice, describe nine audiences (such as multinational businessmen, students abroad, and so forth) that have benefitted from orientation programs, discuss various methods of evaluating the success of cross-cultural orientations, and provide practical guidelines

for setting up a program appropriate to one's needs. Among matters of special interest to users of this bibliography are a discussion of Minnesota's EDU-521 Human Relations Training requirement for educators, separate treaments of orientations for foreign students in the United States and American students abroad, and an analysis of the usefulness of cross-cultural orientation as part of a bilingual education program. Included is an extensive unannotated bibliography.

-18-
Burger, Henry G. Ethno-Pedagogy: Cross-Cultural Teaching Techniques. Albuquerque, NM: Southwest Cooperative Educational Laboratory, 1971. 193p.

This "Manual in Cultural Sensitivity" is one of the few existing full-scale attempts to discuss practical steps that teachers in multicultural classrooms can take to deal more intelligently and empathetically with their students. The book treats cross-cultural problems in education broadly, not limiting itself to problems peculiar to the Southwest, where it was produced. Burger advocates "syncretism," the mutual compromise of ethnic patterns, in schools and elsewhere.

-19-
Burger, Henry G. "Cultural Pluralism and the Schools." In Cole S. Brembeck and Walker H. Hill (Eds.), Cultural Challenges to Education. Lexington, MA: Lexington Books, 1973. pp. 5-18.

Burger begins by reviewing the terms "Anglo-conformity," "melting pot," and "cultural pluralism," and concludes that the latter is closer to what has occured, and is occurring, in reality. Since cultural minorities will play an increasing role in American education, teachers must learn to use the inherent cultural differences of minority children as resources for learning. Burger classifies the variables of cross-cultural differences--time handling, communicative styles, sense of environmental control, and so forth--and makes many concrete suggestions as to how they can be turned to positive effect in classrooms. His many footnotes serve as a kind of bibliography.

-20-
Burger, Henry G. "Adapting Education Cross-Culturally." In Cole S. Brembeck and Walker H. Hill (Eds.), Cultural Challenges to Education. Lexington, MA: Lexington Books, 1973. pp. 111-119.

Burger presents a considerable number of suggestions concerning ways in which American classroom practices can be modified and adapted in order to increase the interest of non-Anglo children in school and in particular subjects. Four broad areas are discussed: sociological environment, teaching methods, curricular subjects, and examples of individual subjects. Burger offers numerous suggestions, not all of which are clearly or systematically presented. Nevertheless, the article should repay the extra effort required to understand it, especially if the reader is a classroom teacher looking for practical suggestions.

-21-
Byers, Paul, and Byers, Happie. "Nonverbal Communication and the Education of Children." In Courtney B. Cazden, et al. (Eds.), Functions of Language in the Classroom. New York, NY: Teachers College Press, 1972. pp. 3-31.

Here is a highly readable article that (1) persuasively demonstrates the importance of the various nonverbal channels in human communication; (2) emphasizes the human interaction view of communication (relegating the sender-to-receiver-transmission view to the realm of telecommunications, where it is more appropriate); (3) offers some astute observations about the origin of cross-cultural problems in the classroom, and about the nature of prejudice and cross-cultural misunderstandings generally; and (4) discusses the special role of the nonverbal channels of communication in helping (or hindering) children in learning how to learn. Numerous concrete examples document these and other points.

-22-
Byers, Happie, and Byers, Paul. "Dimensions of Nonverbal Communication." In Charlotte B. Winsor (Ed.), Dimensions of Language Experience. New York, NY: Agathon Press, 1975. pp. 79-94.

In an article which relates explicitly to classroom communication, the Byers emphasize the fascinating relationship between human interaction styles and biological rhythms (particularly the ten-cycle-per-second brain wave). The process of human face-to-face communication is seen in terms of individuals' being able to get "in synch" with one another; deep barriers to successful communication may exist when the dominant rhythmic beats of people from different cultures occur at different multiples of one-tenth of a second. The possibility that different personal styles may exist within the same culture-specific rhythmic pattern is discussed, as is the possibility that nonverbal cues of the same variety may be shown at differing locations on the body. A though-provoking article.

Carter, Thomas P. SEE entry -130-.

-23-
Cazden, Courtney B., and John, Vera P. "Learning in American Indian Children." In Murray L. Wax, et al. (Eds.), Anthropological Perspectives on Education. New York, NY: Basic Books, 1971. pp. 252-272.

The authors discuss a wide range of cross-cultural differences that affect the teaching-learning situation, not all of which are associated with American Indians. The article is written as a review of the literature on research, but the authors use it as a vehicle for making many informed comments, especially about the testing of Indians. The bibliography directs the reader to much literature in the field, including the vital but often neglected areas of visual learning, listening behavior, and time perspective.

-24-
Cheyney, Arnold B. Teaching Children of Different Cultures in the Classroom: A Language Approach, Second Edition. Columbus, OH: Charles E. Merrill, 1976. 186p.

Of the seven chapters in this book, the latter three constitute the language approach noted in the title; they deal with "Language Development," "Receptive Skills," and "Expressive Skills," and include numerous detailed ideas for a wide variety of classroom activities. The first four chapters contain a general overview of the problems and strengths of culturally different children, and of the qualities needed by their teachers. Cheyney relies comparatively heavily on lengthy quotes from various authorities, most derived from materials published prior to 1970. Of exceptional value is the fourth chapter, "Strengths of Children of Different Cultures" (pp. 40-54), wherein appear several long lists of desirable attributes that were contributed by teachers of such children. Each chapter ends with an extensive bibliography.

-25-
Cohen, Rosalie A. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence." In F.A.J. Ianni and Edward Storey (Eds.), Cultural Relevance and Educational Issues. Boston, MA: Little, Brown and Co., 1973. pp. 494-527.

In this outstanding article, Cohen cuts through to the heart of the difficulties associated with school performance in cross-cultural contexts. She focuses primarily on the incompatibility of two major conceptual styles, the "analytic" (typical of mainstream Americans) and the "relational," showing how these styles are associated, respectively, with "formal" and "shared-function" primary group socialization settings. The reader is then shown why the term "culture conflict" properly refers to the differences between the two conceptual styles, and why the problems resulting are among the most difficult faced by educators. Finally, Cohen discusses the recently developed "culture free" nonverbal tests of intelligence and argues convincingly that by stressing the analytic conceptual style, these tests may discriminate against certain categories of students more than the tests they were designed to replace. Bibliography. Note: This article also can be found in Joan I. Roberts and Sherrie K. Akinsanya (Eds.), Schooling in the Cultural Context. New York, NY: David McKay, 1976. pp. 290-321.

-26-
Commager, Henry Steele. Meet the U.S.A. New York, NY: Institute for International Education, 1970. 245p.

This volume is designed as a practical guide for "academic visitors" to the United States. Information on American government, religion, law, economics, education, families, sociocultural patterns, and so forth is followed by detailed advice to entering foreign college and university students. This book was first published in 1945, and has been through five revised editions since then. Note: A

similar book, although not designed especially for students, is the following: Alison R. Lanier. Living in the U.S.A. New York, NY: Charles Scribner's Sons, 1973. 205p.

-27-
Condon, Eliane C. Acculturation Problems in Adult Education. New Brunswick, NJ: Intercultural Relations and Ethnic Studies Institute, 1973. 29p.

This essay deals with the problems encountered by in-migrants and immigrants in their attempts to adjust to their new home community. Among the topics covered are rate and degree of assimilation, culture shock, educational failure of the "disadvantaged," the relation of culture and middle-class norms, cultural conflict in urban classrooms, and the need for "bi-culturative" adult education. Note: Available for $2.50 from the IRES Institute, Rutgers Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903.

-28-
Condon, Eliane C. Non-Verbal Communication. New Brunswick, NJ: Intercultural Relations and Ethnic Studies Institute, 1973. 22p.

Introductory information is presented on metalinguistics (culturally conditioned patterns and sequences of thought), kinesics (body language), and paralinguistics (vocal but nonverbal behavior). For each field of study, basic definitions and general scope are presented. This monograph is intended for use in training teachers. Note: Available for $2.00 from the IRES Institute, Rutgers Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903.

-29-
Condon, Eliane C. Introduction to Cross-Cultural Communication. New Brunswick, NJ: Intercultural Relations and Ethnic Studies Institute, 1973. 25p.

Intended primarily for use in training teachers, this monograph presents introductory information about cross-cultural communication. Topics covered include: definition of culture, role of culture, ethnocentrism, national character, and differences in the perception of reality. Note: Available for $2.00 from the IRES Institute, Rutgers Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903.

-30-
Cordasco, Francesco, and Bucchioni, Eugene (Eds.). Puerto Rican Children in Mainland Schools. Metuchen, NJ: Scarecrow Press, 1968. 465p.

Reasning that the Puerto Rican child has been seen by American educators only in terms of language, the editors of this volume present him in his full socio-cultural context. Part I deals with aspects of Puerto Rican culture; Part II discusses the Puerto Rican family; Part III treats the Puerto Rican experience on the mainland (that is, the continental United States) in terms of conflict and acculturation.

Part IV, which includes half of the volume's 38 articles, concerns the experience of Puerto Rican children in mainland schools. A large number of these collected articles relate specifically to Puerto Ricans in New York City. The volume concludes with an enormous bibliography of published and unpublished materials concerning Puerto Ricans.

-31-
Covello, Leonard. The Social Background of the Italo-American School Child. Leiden, The Netherlands: E.J. Brill, 1967. 488p.

This document originally was written as a Ph.D. dissertation at New York University in 1944; very probably, it remains the most thorough and complete extant study of the deep cultural problems encountered by immigrant students and their parents in the United States. Refreshingly, Covello does not talk ad nauseam about language difficulties. His emphasis is on a wide variety of social, communicational, and educational problems hampering the relations between the immigrants and American schools. The work treats only one immigrant group, the contadinos (peasants) from Southern Italy, whose transition to American life was unusually stressful. But this work has wider application both as a model for research and as an outstanding representative statement of the many kinds of problems potentially facing immigrants. Many direct quotes from immigrants help keep the discussions close to reality. See especially Part III, "Italian Family Mores and Their Educational Implications" (about 150 pages).

-32-
Covello, Leonard. "Accomodation and the Elementary School Experience." In Joseph Ryan (Ed.), White Ethnics: Life in Working Class America. Englewood Cliffs, NJ: Prentice-Hall, 1973. pp. 100-112.

In this excerpt from his major book, Covello discusses the adjustments and conflicts faced by elementary school children of Italian parents in the United States. Documentary evidence (in the form of portions of retrospective interviews with Italian college students) is offered to show the acute sense of inferiority felt by Italian children in American schools. Covello discusses the psychological stress suffered by the children as they are torn between American values and allegiance to the Italian family; he reasons that this conflict does not produce defiance of all Italian values and mores because it is fundamentally a conflict between "public" and "private" culture. He also reasons that the child's attitude toward school is not necessarily impaired because school provides an opportunity to escape from home and affords otherwise unavailable activities and facilities, such as those associated with recreation.

-33-
CultureContact II. Cambridge, MA: ABT Publications, 1976.

This is a simulation game stressing global awareness and cultural relativism, to be played by twenty to thrity students in grades seven through twelve. The game is predicated on the landing of a trading

expedition on an isolated island inhabited by a non-industrial tribe. The problem is for the expedition members to communicate with the natives, and vice versa. The object is to demonstrate the misunderstandings that arise when two different cultures meet. Note: A CultureContact II kit can be ordered for $36.50 from ABT Publications, 55 Wheeler Street, Cambridge, MA 02138.

-34-
Darrow, Ken, and Palmquist, Brad. Trans-Cultural Study Guide. Palo Alto, CA: Volunteers in Asia, 1977. 155p.

Presented is a long series of questions for use in systematic observation and inquiry with respect to a foreign culture. The topics covered include economics, politics, social structure, sex roles, religion and beliefs, music and art, food, education, communications, health and welfare, and the trans-cultural experience. The volume is intended for use by students, volunteers, and others crossing national boundaries, but might well be of use to teachers who are preparing units on foreign cultures. Note: Available for $2.85 from Center for Research and Education, 1800 Pontiac, Denver, CO 80220.

-35-
DeBlassie, Richard R. Counseling with Mexican-American Youth: Preconceptions and Processes. Austin, TX: Learning Concepts, Inc., 1976.

The author's purpose is to examine and minimize the stereotypes while emphasizing the uniqueness, dignity, and worth of each individual Mexican-American. Chapters on cultural background include analysis of social, attitudinal, family, religious, linguistic, and educational characteristics. Then attention is focused on problems and concerns of Mexican-American youth, with specific and detailed discussions of the practical aspects of counseling. The book concludes with four illustrative case studies. (Note: This annotation was adapted from a review in a publication of the New Hampshire Office of Equal Educational Opportunity.

-36-
Drucker, Ernest. "Cognitive Styles and Class Stereotypes." In Eleanor Burke Leacock (Ed.), The Culture of Poverty: A Critique. New York, NY: Simon and Schuster, 1971. pp. 41-62.

Drucker levels an attack on the popular myth that lower-class upbringing leads to "concrete" thought processes, while middle-class upbringing leads to (higher order) "abstract" thought processes. He views intelligence tests as "gatekeepers" which serve to select and develop certain styles of thought which subsequently are advocated as superior. He shows with examples that many supposed facts about lower-class thought are probably artifacts of the middle-class-oriented research process. The whole notion of levels of development is discussed, and the conclusion is reached that high-IQ children may be superior only in terms of cognitive conformity. Finally, Drucker discusses the work of Herman Witkin on "field dependent" and "field independent" cognitive

styles; these styles appear to be evenly distributed over all socio-economic classes.

-37-
Dumont, Robert V., Jr. "Learning English and How to Be Silent: Studies of Sioux and Cherokee Classrooms." In Courtney B. Cazden, et al. (Eds.), Functions of Language in the Classroom. New York, NY: Teachers College Press, 1972. pp. 344-369.

Ostensibly, this article is about the way (silence) in which Indian students gained control over insensitive white teachers and thus protected themselves from pedagogical excesses. The main benefit of the essay, however, is that it compares and contrasts a singularly ineffective teacher of Indians with a singularly effective one. Dumont also discusses how a teacher-training institution could prepare novice teachers for positions in multicultural classrooms.

-38-
Dumont, Robert V., and Wax, Murray L. "Cherokee School Society and the Intercultural Classroom." In Joan I. Roberts and Sherrie K. Akinsanya (Eds.), Schooling in the Cultural Context. New York, NY: David McKay Co., 1976. pp. 205-216.

Dumont and Wax report findings gleaned from long hours of observation in schools attended by the Oklahoma Cherokee. They tell us that in the great majority of cases these classrooms could be designated "cross-cultural" only in the sense that two cultures are present; in fact, however, such classrooms are the scene of a cold war between the students and the teacher. In this war the students consistently win battles by means of an intricate series of procedures that effectively frustrate the ultimate goals of their white teachers: "uplifting" and assimilating the Indians into mainstream society. The most effective weapon used by the students is passive silence. The problem, according to the authors, is that the teachers have little or no interest in learning from their students and in joining with them to structure the learning context. However, the rare teacher can be found who does work successfully in a true "intercultural classroom." The article ends with a description of one such classroom.

-39-
Dye, Joan C. "Relationship of 'Life-Space' to Human Aggression: Implications for the Teacher in Bilingual-Bicultural Education." In Antonio Simões (Ed.), The Bilingual Child. New York, NY: Academic Press, 1976. pp. 173-188.

This article discusses the way classroom space is ordered and decorated, the effects such ordering and decorating can have on students psychologically and socially, and the methods whereby sensitive teachers can create an environment that will help to minimize the culture shock experienced by immigrant students. Following a scholar-oriented review of the literature, Dye offers numerous practical

(if sometimes general) suggestions that should prove thought-provoking for practitioners whether or not they are working with immigrant students.

-40-
Eide, Ingrid (Ed.), Students as Links Between Cultures. Boston, MA: Scandinavian University Books, 1970. 243p.

This book is based on a series of studies, authorized by UNESCO's general conference, on the impact of study abroad on students from the United Arab Republic, India, and Iran. These studies have been analyzed and combined with the writings of a number of outstanding scholars to produce a systematic look at the cross-cultural study experience. The book begins with several general articles on international education, the psychological dimensions of educational interchange, and the status of current research. The second section includes reports of specific studies in Egypt, Iran, and India as well as several essays by Eide on the nature and significance of the cross-cultural study experience, especially in its communication dimension. (This annotation adapted from a review appearing in the newsletter "Communiqué.")

-41-
Epstein, Charlotte. Intergroup Relations for the Classroom Teacher. Boston, MA: Houghton Mifflin, 1968. 214p.

Epstein discusses in sociological terms the problems and solutions associated with intergroup contact in schools. She is responsive primarily to issues generated in the 1960s involving differences in race, socioeconomic status, and religion; differences based on national origin are also discussed but not emphasized. Numerous practical suggestions are included. For example, Section IV explains how lessons covering biology, arithmetic, spelling, elementary science, U.S. history, and Julius Caesar can be employed in developing better social relations in a heterogeneous school setting. An annotated bibliography lists readings of value to the teacher.

-42-
Ferguson, Henry. Manual for Multi-Cultural and Ethnic Studies. Thompson, CT: InterCulture Associates, 1977. 134p. plus a large number of unpaginated forms and exercises.

This big loose-leaf manual, subtitled "A Survival Manual for the Innovative Leader," focuses more on tasks and problems associated with culture learning than on the substance of that learning. Chapter One, "Cultural Learning," analyzes cultural education and states its goals. Chapter Two, "Faculty Development," discusses ways and means of carrying out an in-service training program designed to help teachers better understand culture as well as cultural learning; this chapter

includes instructions for 40 experimental-type exercises, a few of which require the purchase of other materials from InterCulture Associates. Chapter Three, "Curriculum Development," treats numerous practical matters associated with designing and implementing a curriculum as well as developing and making curricular materials of all kinds; an interesting feature of this chapter is its frank treatment of the public relations aspects of curriculum development (for example, it suggests that school officials be kept "slightly deluded."). Chapter Four concerns "Evaluation and Appraisal" of cultural learning. Purchase of the manual conveys the right to duplicate the numerous forms included therein. An extensive bibliography (including short annotations for some entries) and list of organizations active in intercultural studies completes the manual. This reviewer found the prose rather rambling, but on the whole was impressed with the manual as a resource and conceptual guide. Note: Available for $50.00 from InterCulture Associates, Box 277, Thompson, CT 06277.

-43-

Fersh, Seymour, (Ed.), Learning About Peoples and Cultures. Evanston, IL: McDougal, Littel & Co., 1974. Students' volume: 120p. Teachers' guide: 57p.

The students' volume is a collection of short readings, many by Fersh himself, grouped into five chapters: (1) Changing Views of Ourselves and the Universe, (2) Seeing Each Other as Outsiders and Insiders, (3) Considering Why Human Viewpoints Differ, (4) Communicating With Each Other, and (5) Perceiving Cultural Patterns in New Ways. Intended for secondary students, the volume strikes this reviewer as too difficult for all except juniors and seniors reading at or above grade level. The readings are diverse; some seem tangential to what is presumably the main thrust. On the other hand, they are capable of providing an excellent springboard for class discussion--which, judging from the teachers' guide, is the main use forseen by Fersh. Much would depend upon the level of knowledge and sophistication brought to the classroom by the teacher.

-44-

Fieg, John P., and Yaffee, Lenore C. Adjusting to the USA: Orientation for International Students. Washington, DC: Meridian House International, 1977. 121p.

This well written volume is designed as a handbook and guide for foreign student advisors or others who are responsible for presenting orientation programs to foreign students on American campuses. It develops a sample two-week orientation program, based on the 26-year experience in this field of the Washington International Center. The suggested orientation deals with (1) practical, administrative, and academic matters, (2) American studies (using a limited definition of this term appropriate to the context), and (3) intercultural communication (stressing nonverbal communication, language, values, and perception). Much substantive material is intertwined with sensitive practical and methodological advice concerning the conduct of orientation sessions. It seemed obvious to this reviewer that Adjusting

to the USA was prepared by knowledgeable and experienced people. Bibliography.

-45-
Foster, Herbert L. Ribbin', Jivin', and Playin' the Dozens. Cambridge, MA: Ballinger Publishing Co., 1974. 355p.

Despite being redundant and in need of better editing, this volume is an outstanding, down-to-earth statement of the problems facing the teachers of urban lower-class Blacks. Drawing on his sixteen years of experience as a teacher in New York City's notorious "600" schools, Foster describes and explains the culture of the streetcorner and the numerous ways in which its norms and values conflict with those of the middle-class culture in which many inner-city school teachers were raised. Foster carefully differentiates between punitive corporal punishment, which he opposes, and "nonpunitive physical intervention," for which he presents a convincing rationale based on the life style and expectations of lower-class urban Black youth. Sexual mores and other aspects of the cross-cultural conflict that occur in inner-city schools are analyzed, and prescriptions for dealing with the resulting problems are offered. The book abounds with examples drawn from real life. Ideas for training teachers are fully discussed. Each chapter ends with an extensive bibliography.

-46-
Fuchs, Estelle. Teachers Talk: Views from Inside City Schools. Garden City, NY: Anchor Books, 1969. 224p.

This book was written for use with prospective teachers in order to provide insights into the kinds of situations and problems they would face as new teachers in inner-city schools. In form, the book consists of notes or diary entries written by a number of novice teachers describing their experiences, each followed by comments by Dr. Duchs. Particularly applicable to the theme of this bibliography are Chapters 2, 3, and 4, entitled "Culture Shock," "Machismo: Culture Conflict in the Classroom," and "The Escalator."

-47-
Gallimore, Ronald, et al. Culture, Behavior, and Education. Beverly Hills, CA: Sage Publications, 1974. 287p.

Subtitled "A Study of Hawaiian-Americans," this volume describes research carried out over a period of five years in a community on the island of Oahu. The authors and their associates document the Hawaiian family system and its socialization patterns, and relate their findings to specific interpersonal conlicts occurring in classrooms. Their data include ethnographic descriptions, participant-observer experiences, and a few controlled experiments. Worthy of note is the fact that Gallimore is a psychologist, while the other two authors (Joan W. Boggs and Cathie Jordan) are anthropologists; they have managed to blend their disciplines, which are often at odds. Culture,

Behavior, and Education is thought-provoking for the theorist and suggestive for the classroom teacher who is working with any culturally different group of students. An extensive unannotated bibliography is included.

-48-
Gardner, Robert C., and Lambert, Wallace E. Attitudes and Motivation in Second-Language Learning. Rowley, MA: Newbury House, 1972. 316p.

The authors report on twelve years of research during which students with a bicultural background in Canada, Maine, Louisiana, Connecticut, and the Philippines were studied to determine how the cognitive and affective realms influence the capacity to learn a second language. In addition, they report useful insights into the problems of allegiance and identity faced by Bilingual/bicultural individuals, and into the problems presented by ethnocentrism and stereotyping. Chapter 8 summarizes all findings.

-49-
Gochenour, Theodore, and Janeway, Anne. "Seven Concepts in Cross-Cultural Interaction." In Donald Batchelder and Elizabeth G. Warner (Eds.), Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment Press, 1977. pp. 15-22.

The authors outline a training design based on seven stages through which an individual ideally progresses during immersion in any foreign culture. The first three stages occur almost automatically; the fourth stage represents a critical bridge; the final three stages come about only if the individual is motivated to achieve growth and depth of understanding. The seven stages are: (1) establish communication, (2) be allowed to exist, (3) sort out meaning, (4) establish a role within the role definitions of the host society, (5) gain conscious knowledge of oneself, (6) develop needed attributes, values, and skills, and (7) derive a self-sustaining relationship with the host culture. References are made to training exercises described elsewhere in the volume.

-50-
Gorden, Raymond L. Living in Latin America. Skokie, IL: National Textbook Company, 1974. 177p.

This modest volume may be the best single document available for illustrating that the understanding of culturally different people cannot be accomplished by becoming fluent in their language. Subtitled "A Case Study in Cross-Cultural Communication," it reports the findings of extensive interviews carried out with American students and Peace Corps volunteers, and with the families who housed them for up to six months in Bogotá, Colombia. Gorden and his associates (including native Colombian interviewers) found, among other things, that seemingly trivial misunderstandings involving minor details of daily living frequently resulted in serious mutual misperceptions that generated increasing hostility and alienation. Intelligence,

goodwill, and fluency in the shared language, while helpful, were not sufficient to prevent these misunderstandings--to the point where some hosts refused to take any more dirty, inconsiderate Americans into their homes! Gordon's treatment is nonstatistical and genuinely interesting, and involves both description and analysis. In addition, he makes a unique contribution in his short passage on cross-cultural "bobbing" (pp. 128-129).

-51-
Grove, Cornelius Lee. Communications Across Cultures: A Report on Cross-Cultural Research. Washington, DC: National Education Association, 1976. 34p.

This booklet is intended as an introduction to the theoretical and practical aspects of cross-cultural communication for teachers and other nonspecialists. Emphasis is placed on the anthropological view of human communication as well as on the contribution of the nonverbal channels of communication to cross-cultural misunderstandings. The range of differences separating digital (discursive) from analogic (nondiscursive) modes of communication is explicated. These theoretical matters are illustrated through the dissection of an unsuccessful cross-cultural relationship involving an American man and a British woman, neither of whom perfectly understood the other's perspective on the act of kissing. The booklet closes with discussions of educationally significant cross-cultural research involving linguistic patterns, nonverbal behavior, and human biological rhythms. A 28-item annotated bibliography is included. Note: Available for $1.75 from the NEA Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

-52-
Guthrie, George M. "A Behavioral Analysis of Culture Learning." In Richard W. Brislin, et al. (Eds.), Cross-Cultural Perspectives on Learning. A Sage Publication. New York, NY: Halsted Press (John Wiley & Sons), 1975. pp. 95-115.

In this insightful article, Guthrie examines culture learning from the perspective of social behaviorism and applies concepts from that field to the analysis of the difficulties encountered by sojourners (which he calls "culture fatigue"). The article is especially useful in delineating the parameters of culture fatigue, in terms of both the types of problems encountered in the alien setting and the varied and unexpected patterns of response characteristic of different individuals. Emphasized is the complexity of the cross-cultural experience--cognitive, emotional, physiological--and the dubious value of quantitative/questionnaire methods of studying such experiences. The possibility that no cross-cultural training is as good as any currently available is not ruled out, given the unpredictability of individuals' response in the cross-cultural context. Bibliography.

-53-
Hansen, M. Eileen. A Manual for Leadership Training in Cross-Cultural Understanding. New Brunswick, NJ: Intercultural Relations and Ethnic Studies Institute, 1975. 23p.

Designed as a manual for the training of teachers and other personnel in general areas of multi-cultural communication, this document includes specific, sequenced learning activities as well as a general discussion of goals and skills related to leadership training. Note: Available for $2.75 from the IRES Institute, Rutgers Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903.

-54-
Hanson, John W. "We Are All Going to Our Classes." In John W. Hanson and Cole S. Brembeck (Eds.), Education and the Development of Nations. New York, NY: Holt, Rinehart & Winston, 1966. pp. 14-27.

Written in the style of a lengthy diary entry, this article relates some scenes and activities from schools in Nigeria, thus providing a useful perspective from which to view American educational methods and procedures.

-55-
Henry, Jules. "A Cross-Cultural Outline of Education." In Jules Henry, Jules Henry on Education. New York, NY: Random House, 1971. pp. 72-183.

The Outline is intended primarily as a research tool for anthropologists and other field observers studying educational processes throughout the world, its aim being to increase the scope of observations. It breaks down and categorizes the conscious, formal aspects of the education of children over six years old from the viewpoint of the adult educator. The Outline itself is only twelve pages long, the bulk of the article being explanatory notes. This resource should prove useful to anyone preparing to make classroom observations for any reason, and may even provide classroom teachers with some fresh ideas on how to approach their professional tasks. Note: The Outline also may be found in Current Anthropology, 1(4), July 1960.

-56-
Hikel, J. Steven. "Cross-Cultural Education in Alaska: Not How but Why?" In Hernan LaFontaine, et al. (Eds.), Bilingual Education. Wayne, NJ: Avery Publishing Group, 1978. pp. 126-127.

Hikel presents a stinging indictment of attempts by whites to educate Eskimos in Alaska, showing that the effort is doomed to failure--failure defined in terms of socioeconomic and culture decline of the Eskimos--because of the widely differing values and behavioral styles of Eskimos and mainstream whites. He demonstrates that even though the education provided the Eskimos is termed "cross-cultural," it fails to take adequate account of cultural differences. The author, an elementary school principal in Homer, Alaska, concludes that "the Eskimos should be saved from their saviors."

-57-
Hodgkin, Mary C. "Cross-Cultural Education in an Anthropological Perspective." In F.A.J. Ianni and Edward Storey (Eds.), Cultural Relevance and Educational Issues. Boston, MA: Little, Brown and Co., 1973. pp. 418-437.

The author provides several excellent examples of cross-cultural problems occurring when students of Chinese, Indian, and Malaysian parentage from Malaya and Singapore study for a time in Australian schools. The reader is left feeling that linguistic differences may be the least crucial of all possible sources of cross-cultural misunderstanding. Hodgkin goes so far as to question the popular assumption that cross-cultural educational exchange leads inevitably to improved international relations.

-58-
Holtzman, Wayne H., et al. Personality Development in Two Cultures. Austin, TX: University of Texas Press, 1975. 427p.

Subtitled "A Cross-Cultural Longitudinal Study of School Children in Mexico and the United States," this work reports the methodology and findings of a research project involving hundreds of carefully matched children, a wide variety of psychometric instruments, sophisticated statistical procedures, and seven years of effort. The use of matched pairs of subjects made it possible to control for five independent variables and the interactions among them: culture, socioeconomic status, sex, age, and year of repeated testing. Clear and uniform differences were found across the two cultures for many of the psychological dimensions and test scores, regardless of sex, age, or socioeconomic status; in the case of other findings, age, sex, and socioeconomic status interacted with culture or interacted independently of culture. Hundreds of significant findings were obtained from this project, which was carried out in the late 1950s and the early 1960s. A short summary of the project and its principal findings is presented in Chapter 14; a longer synthesis and interpretation is provided in Chapters 12 and 13. An extensive bibliography is included.

-59-
Hoopes, David S. (Ed.). Readings in Intercultural Communication. Volume I: The Intercultural Communication Workshop. Pittsburgh, PA: The Intercultural Communications Network, 1975. 143p.

This volume is a collection of articles and case studies describing intercultural communication workshops, which are short-term programs providing culturally different people with the opportunity to explore the nature of culture and communication, to understand how cultural differences confound interpersonal communication, and to develop intercultural communication skills that will be of value to them in their personal and educational endeavors. Such workshops were originally developed by foreign student personnel on American campuses in order to improve the quantity and quality of interaction between American and foreign students. Several sample workshop schedules and outlines are included.

-60-
Hoopes, David S. (Ed.). Readings in Intercultural Communication. Volume V: Intercultural Programming. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1976. 201p.

This collection of articles describes a wide variety of college- and university-level programs wherein the concepts and methods of intercultural communication have been consciously employed. Workshops and formal courses in intercultural communication are not the focus of this volume, with the exception of one article discussing a workshop in Miami. Following are examples of the kinds of programs covered: a support group for cross-cultural orientation of ESL students; a design for a one-day host family workshop; an approach to expanding the cultural awareness of faculty and staff; cross-cultural training for job interviewers and interviewees; foreign students as educators of American students; the development of international living/learning centers; a design for a multicultural leadership workshop; and models for re-entry transition workshops. See also entry in this bibliography for Pusch, Margaret (below).

-61-
Hoopes, David S. (Ed.). Readings in Intercultural Communication. Volume II: Teaching Intercultural Communication: Concepts and Courses. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1977. 129p.

Following three articles on the teaching of intercultural communication, this volume includes the syllabi of 26 college-level courses on intercultural communication, and 5 college-level courses on communication and development/social change. Many of the courses outlined were developed by well known figures in the field, including LaRay Barna, Fred Casmir, Clifford Clarke, Michael Prosser, Tulsi Saral, Ned Seelye, Edward Stewart, Lynn Tyler, and others. Note: Available for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-62-
Hoopes, David S., et al. (Eds.). Overview of Intercultural Education, Training and Research. Volume III: Special Research Areas. Washington, DC: Society for Intercultural Education, Training and Research, 1978.

This third volume in the SIETAR Overview series includes articles on the evaluation of intercultural courses and programs, women and intercultural communication, issues of forced relocation and migration, intercultural dimensions and foreign student affairs, intercultural writing and interpretation, modernizations of traditional cultures, culture teaching and second language instruction. Among the authors are Ruth Hill Useem, Lynn Tyler, Ned Seelye, Albert Wight, and Reginald Smart. (This annotation is taken from a descriptive statement circulated by SIETAR.) Note: Available for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-63-
Hunt, Robert, and Hunt, Eva. "Education as an Interface Institution in Rural Mexico and the American Inner City." In John Middleton (Ed.), From Child to Adult. Garden City, NY: Natural History Press, 1970. pp. 314-325.

The Hunts begin by describing the sociocultural differences between the Mestizos (superordinates) and the Indians (subordinates) in rural Mexico. They then focus their attention upon the schools provided by the dominant society, supposedly to acculturate the Indians. But in the towns where the schools are located, the Mestizos despise the Indians (and vice versa) and want to keep them oppressed. The school is a major interface institution between the two subcultures, and the teacher is a key "broker" linking them. Teachers in these schools seem to be able to advance their careers only by consciously or unconsciously disparaging and rejecting the Indian students. Under these circumstances, it is natural that neither Indian students nor their parents have any use for schooling, so that education accomplishes the opposite of its stated objectives. Once the Hunts have their readers feeling properly critical of this situation in Mexico, they turn their attention to the facts of life in American inner-city schools. The parallels that they find between the two situations, the Mexican and the American, are numerous, striking, and thought-provoking.

-64-
Hunter, William A. (Ed.). Multicultural Education through Competency-Based Teacher Education. Washington, DC: American Association of Colleges for Teacher Education, 1974. 276p.

This collection of articles is the final result of a "writing conference" sponsored by AACTE and the Teacher Corps, the purpose of which was to show that multicultural education is best served by teacher education on the "competency-based" model. In Part I, Hunter discusses the antecedents to the growing emphasis on multicultural education. This is followed by three parts, each with four or five articles, in which multicultural education and the competency-based model are viewed from the perspectives of Black, Spanish-speaking, and Native American educators. These articles emphasize practical and concrete concerns of multicultural teacher education, and each includes its own bibliography. In Part V, a cross-cultural approach to multicultural education is briefly discussed. An appendix includes dozens of names and addresses of individuals associated with the conference.

-65-
Jakobovits, Leon A. "The Encounter-Communication Workshop for Language Teachers." In Frank Pialorsi (Ed.), Teaching the Bilingual. Tucson, AZ: University of Arizona Press, 1974. pp. 25-48.

The author outlines a program of in-service training for teachers and other school personnel which is designed to foster better understanding of the problems involved in the education of minority children.

Two types of activities are involved: (1) an objective analysis of role-dyadic interactions in the school in terms of a linguistic-communication model, and (2) an analysis of the subjective aspects of interpersonal relations in the school. Workshop sessions lead ultimately to the development of action programs designed to introduce changes in counterproductive modes of personal interaction. Methodologically, the workshop draws upon the academic tradition of objective analysis as well as the experiential/subjective tradition of sensitivity training encounters.

-66-
John, Vera P. "Styles of Learning--Styles of Teaching." In Courtney B. Cazden, et al. (Eds.), Functions of Language in the Classroom. New York, NY: Teachers College Press, 1972. pp. 331-343.

The author reflects on the efforts of B.I.A. teachers to instruct Navajo children in the use of English, describing most teachers as being long on missionary zeal and short on sensitivity to the learning styles of their charges. She emphatically denies that the children are intellectually deficient and provides facts to back up her contentions. She notes, for example, that Navajo families encourage their children to approach the world visually and kinesthetically, in contrast to the middle-class mainstream emphasis on verbal skills.

-67-
Kandel, Denise B., and Lesser, Gerald S. Youth in Two Worlds. San Francisco, CA: Jossey-Bass, 1972. 217p.

Kandel and Lesser undertook to study the influences of the school and the family on modern youth, and to do it in cross-cultural perspective. Furthermore, they undertook to replicate and extend the well known research carried out by James S. Coleman and reported in The Adolescent Society. (Coleman wrote the forward to this book.) Differences exist in the findings of the two studies, but one need not be familiar with Coleman to appreciate Kandel and Lesser. Neither does one need to be specifically interested in the adolescents of Denmark; most readers will find the Danes a useful foil against which to sharpen their understanding of American youth. Information concerning schools is found in three of the chapters. The entire study apparently was carried out by means of questionnaires, with no interviews being conducted.

-68-
Kelman, Herbert C., and Ezekiel, Ralph S. Cross-National Encounters. San Francisco, CA: Jossey-Bass, 1970. 345p.

The authors present the results of an intensive evaluation of a multinational seminar for broadcasting specialists from sixteen countries who spent four months studying, exchanging ideas, and travelling in the United States. The seminar took place at Brandeis University during 1962, under State Department sponsorship. The authors'

findings--including a summary list of ingredients for a satisfying exchange program--are conveniently set forth in Chapter 15, and will have value for those who are involved in organizing short-term cross-cultural exchange programs.

-69-
Kimball, Solon T. Culture and the Educative Process: An Anthropological Perspective. New York, NY: Teachers College Press, 1974. 285p.

This work provides an anthropological perspective on education that is valuable as a general background to the various specific studies of cross-cultural problems in education. Some of the topics covered by Kimball include (1) the methodology of educational anthropologists, (2) anthropology and teacher training, (3) the relation between the image of the child and methods of teaching, (4) the relation between the organizational environment of the school and the child's response to teaching, (5) education as a factor in community and national development, (6) the transmission of culture, (7) the dangers inherent in the growing lack of congruence between educational practice and changing sociocultural patterns, and (8) the value of anthropological research in the formulation of educational policies and programs.

-70-
Kneller, George F. "The Impact of Culture." In George F. Kneller (Ed.), Foundations of Education. New York, NY: John Wiley and Sons, 1971. pp. 49-73.

This straightforward, readable article provides a good overview and introduction to the relationship between culture and education, and to the problems encountered in schools where different cultures come into daily contact. After defining terms, Kneller discusses the conflicts between ideal and manifest values as well as between dominant and minority values, the discontinuities between child and adult norms in American culture, and the problems created by "cultural lag" in a rapidly changing society.

-71-
Lafayette, Robert C. (Ed.). The Cultural Revolution in Foreign Language Teaching. Skokie, IL: National Textbook Company, 1975. 155p.

This "Guide for Building the Modern Curriculum" includes selected papers from the 1975 Central States Conference. Of particular relevance to those interested in cross-cultural problems are papers on the analysis of language and familiar cultures, the analysis of French and Hispanic cultures, the evaluation of cultural learnings, and the preparation of teachers for cultural pluralism. These papers as well as the others in the volume are practitioner-oriented.

-72-
Lambert, Richard D., and Bressler, Marvin. Indian Students on an American Campus. Minneapolis, MN: University of Minnesota Press, 1956. 122p.

The subjects of this study included sixteen Indians, two Pakistani, and one Singhalese enrolled at the University of Pennsylvania during 1952-1953. The authors relied heavily on the concept of "role," explaining that the Asian students saw themselves as acting in three basic roles: student, tourist, and unofficial ambassador. They admit that some of the data gathered (including extensive psychiatric interviews of one of the Indian students) could not be integrated into this framework easily. Their main thesis is "...that the major determinants of the experience of Indian students in the United States lie in India, not here..." Implications of the findings are discussed. In the appendices is a verbatim account of a long and revealing interview with an Indian student.

-73-
Landes, Ruth. Culture in American Education. New York, NY: John Wiley and Sons, 1965. 330p.

The author describes an experimental teacher-training program in California--the "Claremont project"--which paired anthropology and education in order to help classroom teachers, social workers, and other personnel deal more empathetically with "problem children" of diverse ethnic and cultural backgrounds. The project offered the participants "...no simple rule of thumb for teaching their multicultural classes. Instead, it showed them how to recast their views of classroom problems in terms of the diverse cultural traits and dynamics manifested by individual pupils and teachers." Three appendices discuss the Mexican-American family, the differences between the United Kingdom and the United States with respect to black-white relations, and American Indians in transition.

-74-
Landis, Dan, et al. "Behavioral Intentions and Norms of Urban School Teachers." In Gajendra K. Verma and Christopher Bagley (Eds.), Race and Education Across Cultures. London, UK: Heinemann Educational Books, Ltd., 1975. pp. 117-144.

This article reports on selected aspects of research-in-progress relative to cross-cultural difficulties occurring in urban schools where many of the students are lower class Blacks. Much of the discussion relates to methodological concerns. The basic finding was that neither race nor sex seems to be the most salient characterstic defining subjective cultural differences (in terms of norms, intentions, and behaviors) in the classroom. Major dissimilarities between teacher and student were found to stem primarily from differences in social class. Called into question is the proposition that teachers of a given ethnic group can, ipso facto, communicate most effectively with students of the same ethnic group.

-75-
Leacock, Eleanor. "The Concept of Culture and its Significance for School Counselors." In F.A.J. Ianni and Edward Storey (Eds.), Cultural Relevance and Educational Issues. Boston, MA: Little, Brown, and Co., 1973. pp. 189-200.

Although addressed to counselors, Leacock's article is a good introduction to the concept of culture for educators of all kinds who are new to the field of cross-cultural problems in education. She performs the additional service of demonstrating how terms such as "the culture of poverty" can be used by lazy or insensitive educators as stereotypes under which to bury disagreeable students. The cultural dimension, she argues, has use only insofar as it is helpful in understanding the individual as an individual.

-76-
Levno, Arley W. Rencontres Culturelles. Skokie, IL: National Textbook Co., 1977. 110p. Teachers Guide, 32p.

This book includes a series of 50 French-language minidramas involving American students in interaction with French youth and their families. Modelled on the "culture assimilator" approach to cross-cultural training developed by Harry Triandis, this is the French version of Encuentros Culturales, reviewed in this bibliography (see Snyder, Barbara, below).

-77-
Lohman, Joseph D. Cultural Patterns in Urban Schools. Berkeley, CA: University of California Press, 1967. 210p.

This unusual "Manual for Teachers, Counselors, and Administrators" was written "under the direction of" Lohman, who is Dean of the School of Criminology at Berkeley. His message throughout the volume is that schools must perform the task of teaching to minority students those mainstream cultural patterns necessary for survival in the larger society in such a way that the minority cultures' norms and values are not disparaged. Lohman's book, which demonstrates exemplary sensitivity to minority cultural patterns and perspectives, is organized as follows: three stories illustrating a classroom problem are each followed by questions for discussion and by comments from Lohman. These in turn are followed by excerpts from relevant social science literature. The pattern is then repeated--five times in all--so that the topic areas of cultural differences, self-image, school process, authority relations, and the relation of school to life experience are covered. The volume lends itself to group process as well as to individual use, and the excerpts from the social science literature form a sort of annotated bibliography.

Longstreet, Wilma S. SEE entry -131-.

-78-
Mayes, Nathaniel H. "Teacher Training for Cultural Awareness." In David S. Hoopes et al. (Eds.), Overview of Intercultural Education, Training and Research. Volume II: Education and Training. Washington, DC: Society for Intercultural Education, Training and Research, 1978. pp. 35-44.

The author discusses and analyzes the goals of training programs designed to enhance cultural awareness in teachers, and argues that a critical but rarely emphasized goal is that of instilling an awareness of one's own cultural perspective. He also lists and discusses seven specific skills that teachers should gain in an effective trainning program. Appendices include lists of (1) organizations providing useful materials and information about cultural studies, (2) sources of audiovisual materials, and (3) organizations providing a range of other assistance and materials. Complete addresses of all sources and organizations are included. Note: The containing volume may be ordered for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-79-
McDermott, R. P. "Achieving School Failure: An Anthropological Approach to Illiteracy and Social Stratification." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 82-118.

In this carefully reasoned and thought-provoking article, McDermott examines the politics of everyday life in classrooms as well as society at large, and develops the theory that in contexts where "host community" teachers and "pariah" students interact, the students often find it socially expedient to learn not to learn. This theory is grounded in Bateson's distinction between the informational (content) and relational (command) elements of all interpersonal communication. Where unfavorable or inappropriate relational contexts are established by teachers vis-à-vis certain students, those students tend to "take sides" against the teachers and decline to perform, which involves (among other things) selective inattention to the academic information being imparted. Although such attitudes and behaviors on the part of the teachers might be seen as "insensitive" or overtly "racist," McDermott seems to attribute them rather to ignorance and ethnocentrism activated by factors other than (or in addition to) overt physical traits. McDermott views illiteracy as a "situational achievement," and emphasizes that children who don't (or won't) perform scholastically often show high intelligence in peer group contexts. This article draws upon and integrates a wide variety of disciplines and concludes with a bibliography of over 100 citations.

-80-
Mead, Margaret. "Our Educational Emphases in Primitive Perspective." In George D. Spindler (Ed.), Education and Culture. New York, NY: Holt, Rinehart & Winston, 1963. pp. 309-320.

Mead argues that the breakdown of self-contained and self-respecting cultural homogeneity (as found in small primitive societies) has

changed the emphasis in education from the desirability of learning to the desirability of teaching, with teaching being viewed essentially as a process of indoctrinating the learner with beliefs and facts that he or she does not see the necessity of learning. In short, education has become a device for maintaining power over others. This article is old, but, in the opinion of this reviewer, timeless. Note: The article also may be found in John Middleton (Ed.), From Child to Adult. Garden City, NY: Natural History Press, 1970. pp. 1-13.

-81-
Meadowcroft, Jean, and Foley, Douglas E. "Life in a Changing Multi-Ethnic School: Anglo Teachers and Their Views of Mexican Children." In Hernan LaFontaine, et al. (Eds.), Bilingual Education. Wayne, NJ: Avery Publishing Group, 1978. pp. 84-88.

This short article is an interpretative ethnographic description of how Anglo elementary school teachers in a small South Texas school perceived and interacted with their Mexican students. No suggestions are offered for improving the teachers' attitudes and classroom behavior--the reader is invited, however, to "draw his/her own conclusions."

-82-
Meier, Deborah. Reading Failure and the Tests. New York, NY: City College of New York, 1973. 38p.

In this brief, illustrated volume we have a classroom teacher's non-technical and spirited arguments against the use of competitive normative tests of reading ability. Meier demonstrates a clear appreciation of the manner in which young children from a wide variety of cultural and socio-economic backgrounds respond, cognitively and affectively, to the individual test items, and how their natural interests, acquired knowledge, and imagination is thwarted by the tests. She discusses the middle class bias of the tests in terms of vocabulary, subject matter, sentence structure, conceptual development, cultural conventions, and value judgments. In particular, she shows how some of the visual images (line drawings) employed in tests are misleading for a wide variety of reasons, especially to non-middle class and other culturally non-mainstream children. Note: Available for $.75 from the Workshop Center for Open Education, 6 Shepard Hall, 140th Street and Convent Ave., New York, NY 10031.

-83-
Mishler, Anita L. "Personal Contact in International Exchanges." In Herbert C. Kelman (Ed.), International Behavior. New York, NY: Holt, Rinehart & Winston, 1963. pp. 550-561.

Drawing substantially on the studies made in the 1950s at the University of Minnesota (see, in this bibliography, Beals and Humphrey, Bennett et al., Lambert and Bressler, Morris, Sewell and Davidson, Scott, and Selltiz et al.), Mishler examines some of the important variables affecting the degree of personal contact with Americans as well as the reaction to the sojourn in America on the part

of exchange students. Her study is unusual in that it concentrates on certain factors antecedent to the trip abroad: the relative positions (in the international power/prestige hierarchy) of the host nation and the sojourner's nation, the sojourner's relationship to his/her own nation, and the goals of the sojourn. Mention is also made of the cultural differences separating host and home nation.

-84-
Morris, Richard T. The Two-Way Mirror. Minneapolis, MN: University of Minnesota Press, 1960. 215p.

This volume reports on a study of over 300 foreign students from 63 nations who were studying at U.C.L.A. Subtitled "National Status in Foreign Students' Adjustment," its findings are pitched primarily to the needs of foreign student advisors. Appendices include dozens of tables detailing the findings of the questionnaires and interviews administered to the foreign students.

-85-
Musgrove, Frank. "Education and Culture Concept." In F.A.J Ianni and Edward Storey (Eds.), Cultural Relevance and Educational Issues. Boston, MA: Little, Brown and Co., 1973. pp. 12-28.

Musgrove was a teacher in pre-independence Uganda; in this article he reveals some striking disparities between his British cultural background and that of his students. The cognitive divergencies are particularly well documented--for example, the differences in the way teacher and students viewed concepts such as "liberty," "gravity," and "poverty." Musgrove found ultimately that he had to alter his entire pedagogical approach in order to overcome the effects of these differences.

-86-
Oakley, Robin (Ed.). New Backgrounds: The Immigrant Child at Home and at School. Fair Lawn, NJ: Oxford University Press, 1968. 136p.

A product of the Institute of Race Relations in London, England, this book was designed to meet the need of British school teachers for a better understanding of the family and educational backgrounds of immigrant children. The focus is on four immigrant groups: West Indians, Cypriots, Indians, and Pakistanis. Also discussed in general terms are the psychological difficulties that the culturally different child may experience in Britain, and the implications of the presence of these "new backgrounds" for individual teachers as well as the educational system as a whole.

-87-
Otero, George G. Teaching about Perception: The Arabs. Denver, CO: Center for Teaching International Relations, 1977. 114p.

This teaching unit contains 17 classroom activities that can be used in instructing intermediate or secondary students about perception

in a cross-cultural context. Materials in the unit enable the students to better understand the nature, origins, and behavioral effects of their perceptions about Arabs. The unit is not intended to provide a historical or cultural background for understanding the Arab peoples or their role in the Middle East; the unit is intended to direct the attention of the students to the origin and effects of stereotypes in belief and behavior, using Western perceptions of the Arabs as an example. The approach of this unit can be adapted so that other minorities or non-Western groups become the focus. Activities suggested include compiling surveys, analyzing songs for stereotypes, expressing attitudes about situations involving Arabs, searching for information about Arabs in a kind of scavenger hunt, and examining textbooks for data about Arabs. All student handouts are included in the document. Note: Avaiable for $6.55 from CTIR, University of Denver, Denver, Colorado 80208.

-88-
Pearson, Robert P. (Ed.). Through Middle Eastern Eyes. New York, NY: Praeger, 1975.

Pearson's aim in this volume is to help develop "A sense of empathy with human beings everywhere and at the same time to help us learn more about ourselves." Through these pages, the peoples of the Middle East speak for themselves, so that others may better understand why they think and act the way they do. Included is a teacher's guide with lesson plans. (This annotation adapted from a review appearing in The Bridge.) Note: This volume and the teacher's guide can be ordered for $6.55 from the Center for Research and Education, 1800 Pontiac, Denver, CO 80220.

-89-
Pederson, Paul (Ed.). Readings in Intercultural Communication. Volume IV: Cross-Cultural Counseling. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1974. 146p.

The seventeen articles in this volume are divided into four major groups having the following headings: "Counseling Guidance and Therapy Relationships," "Intercultural and International Adjustment," "Culture Groups in American Society," and "Cross-Cultural Counselor Training." Among the articles are several dealing with the counseling of Asians, Mexican-Americans, Chinese-Americans, Blacks, and Native Americans; one article relates Zen Buddhism to counseling psychology. None of the articles in this volume is included in the volume edited by Pedersen et al. in 1976 (next entry below). Note: Available for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-90-
Pedersen, Paul, et al. (Eds.). Counseling Across Cultures. Honolulu, HI: The University Press of Hawaii, 1976. 228p.

The eleven articles included in this volume cover topics such as racial and ethnic barriers in counseling, value differences among American Indians, the use of Western-based tests in intercultural counseling, cultural sensitivities in counseling, and the use of social learning theory in preventing intercultural adjustment problems. In addition, three of the articles deal with the use of psychotherapy in an intercultural counseling context.

-91-
Philips, Susan U. "Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom." In Courtney B. Cazden, et al. (Eds.), Functions of Language in the Classroom. New York, NY: Teachers College Press, 1972. pp. 370-394.

This article is an informed and thought-provoking analysis of the differences separating Indian (Native-American) and non-Indian sociolinguistic behavior in everyday home and community settings, and an explication of the reasons why Indian children experience considerable difficulty in accepting classroom interaction patterns as they tend to occur under white teachers. Philips does not reach the firm conclusion that teachers should adapt their methods to fit Indian students' communicative styles; rather, noting that such efforts have been counterproductive for those students who continue their education in white-dominated secondary schools, she leaves this crucial question thoroughly analyzed but unanswered. This article may be read profitably either for its specific content (Indian-white differences) or as an excellent model of cross-cultural analysis.

-92-
Pusch, Margaret D. "The Cultural Connection: Foreign Students in the Schools." In David S. Hoopes (Ed.), Readings in Intercultural Communication. Volume V: Intercultural Programming. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1976. pp. 158-164.

This article describes a successful program in Syracuse, NY, in which foreign students from the local university were brought into elementary school classrooms to meet with small groups of children. These meetings were not isolated presentations, but rather repeated semi-structured contacts involving two-way information exchange and allowing personal bonds to be formed over a full school year. Besides describing important elements of the program, Pusch analyzes it in terms of cross-cultural difficulties and the U-curve hypothesis. The program produced positive results for teachers and parents as well as for elementary pupils and foreign students. The elementary pupils were of diverse racial and socioeconomic backgrounds. Pusch noted that a similar successful program was run in Phoenix, AZ, at a school on an Indian reservation.

-93-
Ramirez, Manuel III, and Castañeda, Alfredo. Cultural Democracy, Bicognitive Development, and Education. New York, NY: Academic Press, 1974. 188p.

This well-written, thoughtful volume discusses in both theoretical and highly practical terms how educators--classroom teachers in particular--can promote "cultural democracy" and "bicognitive development." Cultural democracy is a term suggesting that persons have the right to retain their ethnic ties while learning and adopting "mainstream" ways, and that ultimately they may become bicultural. Bicognitive development suggests that persons can and should learn to function in both the "field independent" and "field sensitive" cognitive/affective styles. The latter two terms are developed and refined from research on perception by Witkin and his colleagues. In large measure, however, this book is based on the authors' own extensive research and deep knowledge of Mexican-American communities and children. Included are sample assessment instruments, numerous concrete suggestions for teachers, and bibliographic references.

-94-
Rich, Andrea L. Interracial Communication. New York, NY: Harper and Row, 1974. 207p.

This volume is intended as an introduction to the many factors bearing upon interracial and interethnic interaction. It offers descriptions of various interracial interaction situations and suggests possible reasons for the existence of problems and misunderstandings. Some of the topics covered include perception, prejudice, stereotypes, role theory, attitudes and values, nonverbal behavior, and language. The final chapter presents a plan for teaching and suggestions for exercises are offered at the end of each chapter.

-95-
Salinger, Marion C. (Ed.). The Intercultural Traveler: A Teacher's Guide. Durham, NC: Center for International Studies, 1977. 36p.

Although brief, this pamphlet is an excellent introduction and guide for anyone who wishes to gain a measure of cross-cultural understanding from a journey to a foreign country. Covered in a clear and thoughtful manner are topics such as how to prepare for cultural understanding prior to leaving, ways of observing and recording during the journey, potential problems (such as time shock, culture shock, and a variety of biases), establishing rapport, understanding the culture concept, and transferring the experience to students following the return home. Also included is an area-specific bibliography of books and films as well as a useful "three-dimensional checklist" (with major divisions being Material Conditions, Social Life, Ideology, Religion, and Ritual) for guiding inquiries and observations. Note: Available for $2.60 from the Center for Research & Education, 1800 Pontiac, Denver, CO 80220.

-96-
Salisbury, Lee H. "Cross-Cultural Communication and Dramatic Ritual." In Lee Thayer (Ed.), Communication: Concepts and Perspectives. Washington, DC: Spartan Books, 1967. pp. 77-96.

Salisbury presents a sensitive and well documented account of the cross-cultural difficulties faced by Eskimos and other native Alaskan students whose education increasingly draws them away from their traditional culture. The outrageous discordancy resulting from giving young Eskimos Dick and Jane readers is only the most blatant of the problems discussed by Salisbury; among other cross-cultural problems treated in this article are the use and acceptance of silence, the quality of interpersonal relations, the significance of high school graduation, and the psychological function of dancing. Part of the article is devoted to the author's enthusiastic defense of "living theater" (a form of dramatics) as having the potential for uniting the world's peoples.

-97-
Saville-Troike, Muriel. A Guide to Culture in the Classroom. Rosslyn, VA: National Clearinghouse for Bilingual Education, 1978. 67p.

Written by a leading linguist and proponent of bilingual education, this brief volume intelligently and practically approaches the requirements for effective bicultural education. The author avoids the usual pitfall of approaching the subject from the all-people-are-essentially-alike perspective, and concedes at the outset that enculturation and acculturation are legitimate functions of schools. Nevertheless, respecting the culture brought to school by the child is critical, and Saville-Troike explains how to recognize and deal with non-mainstream cultures in the classroom. At the heart of the book is a long series of questions concerning all aspects of culture that educators must ask not only about the children they are serving but also about themselves. Another chapter suggests a variety of sensitive ways of finding the answers; a third discusses applications of the cultural information in instruction, curriculum, and evaluation. An extensive bibliography is included. Note: Available for $4.50 from the NCBE, 1500 Wilson Blvd., Suite 802, Rosslyn, VA 22209.

-98-
Schwartz, Florence, et al. A Cross-Cultural Encounter: A Non-traditional Approach to Social Work Education. San Francisco, CA: R & E Research Associates, 1977.

This volume describes a project by which the Hunter College School of Social Work attempted to train its graduate students more effectively to serve the Spanish-speaking population of New York City. The core of the training took place in Puerto Rico over a fifteen week period, and involved more than 250 hours of language training, living with a host family in a barrio of Ponce, becoming involved in community activities, and working with Puerto Rican social agencies. The cultural aspects of the training focused on cross-cultural communication skills, the nature and response to culture shock, and the

effect of culture on cross-cultural human relations. Second year Anglo students were the recipients of the training which was provided by Educational Research Systems, Inc. (This annotation was adapted from a review appearing in the newsletter "Communiqué.")

-99-
Scott, Franklin D. The American Experience of Swedish Students. Minneapolis, MN: University of Minnesota Press, 1956. 129p.

Scott's subjects were fifty students from Sweden and Norway who were studying at the University of Wisconsin. Besides discussing his methodology (which was primarily psychological and sociological), Scott provides the reader with information about the students' academic adjustment, their incidental learning and social experiences, and the effects of American study on their personalities and ideas. One of his conclusions is that Sweden and the United States do not have profound differences at the core of cultural values. Furthermore, Swedish students were able to profit from their American experience because they did not fear American imperialism, had no sense of cultural inferiority, and felt no deep-seated historical resentment towards the United States (all of which are factors affecting foreign students from certain other nations).

-100-
Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, IL: National Textbook Co., 1974. 188p.

In this volume we learn that teachers of foreign languages for many years have been developing techniques for teaching foreign cultural patterns in their classrooms. Seelye has been at the forefront of this movement, which, judging from his 21-page bibliography, is a well developed one indeed. For those attempting to teach deep culture (whether or not they are language teachers), Teaching Culture is indispensable because it is full of practical advice, examples, models, and samples. For those attempting to cope with cross-cultural problems in their classrooms it is useful for its plainly stated insights into the nature of deep culture and for its suggestions concerning ways of dealing empathetically with culturally different students.

-101-
Selltiz, Claire, et al. Attitudes and Social Relations of Foreign Students in the United States. Minneapolis, MN: University of Minnesota Press, 1963. 434p.

This volume is a study of foreign students' characteristics, social relations, adjustments, and attitudinal transformations in the United States while they were studying at the university level. Most of the research was carried out at the University of Minnesota during the 1950s. Appendices to this work discuss methodological matters in detail and include 259 tables. The conclusions are conveniently summarized in Chapter 9: "Our Findings in Perspective."

-102-
Sewell, William H., and Davidson, Oluf M. Scandinavian Students on an American Campus. Minneapolis, MN: University of Minnesota Press, 1961. 134p.

This volume reports the findings of a study of forty students from Norway, Denmark, and Sweden who were enrolled at the University of Wisconsin during the 1952-54 school years. The principal data came from a series of intensive interviews with each student at intervals during his or her stay. Additional information was acquired through teachers' and advisors' ratings and by means of participant observation techniques. The major aims of the study included obtaining information about the academic and social adjustment of the students, learning how their impressions of the USA changed over the two-year period, and examining the relationship of social, economic, and intellectual factors in the students' backgrounds to their attitudes and the success of their sojourns. The students ranged in age from 18 to 40.

-103-
Shirts, R. Garry. Bafá Bafá: A Cross Culture Simulation. La Jolla, CA: Simile II, 1974.

In this simulation game for up to 36 players, the group divides into two teams designated the "Alpha" and "Beta" cultures. After learning a contrived set of cultural patterns, each team sends representatives to visit the other as participant observers. The object is to demonstrate how easy it is to develop counterproductive attitudes, to misperceive events, and to communicate poorly when interacting with a culture sharply different from one's own. Note: Simile II markets a Bafá Bafá kit as well as directions for constructing a homemade version; it also markets a version for fourth through eighth grades named Rafá Rafá. The address of Simile II is P.O. Box 1023, La Jolla, CA 92037.

-104-
Silvey, Jonathan. "The Social Context of Language Usage." In S.H. Irvine and J.T. Sanders (Eds.), Cultural Adaptation within Modern Africa. New York, NY: Teachers College Press, 1972. pp. 61-72.

Silvey goes into some detail in describing the theories of Bernstein that distinguish between "formal" and "public" language, or (respectively) "elaborated" and "restricted" codes. These two types of speech patterns are related to the cognitive and affective styles of individuals and groups, to (respectively) "guilt" and "shame" cultures, and to fundamental difficulties in culturally diverse classrooms. The focus of the article is East Africa, but this reviewer believes that Silvey's analysis has application in many classrooms where a teacher from one cultural bakcground is attempting to deal with students drawn from another. Although this article ostensibly discusses language and speech, it delves into many deep cultural factors affecting interpersonal relations across cultures.

-105-
Singleton, John. "Schools and Rural Development: An Anthropological Approach." In Philip Foster and James R. Sheffield (Eds.), Education and Rural Development: The World Yearbook of Education 1974. London, UK: Evans Brothers Ltd., 1973. pp. 117-136.

Although intended for specialists in international education, this article has application wherever mainstream teachers are working with minority students, especially in rural environments. Singleton stresses (1) that not everything that occurs in school is "education," (2) that only a fraction of anyone's education is acquired in school, (3) that many colonial officials and expatriate educators implicitly assume that their clients have no culture or a markedly inferior one, (4) that purposes served by schools must be determined by empirical observation, and (5) that schools in a rural environment are almost certain to encourage students to believe that city life is better, the platitudes of teachers and textbooks notwithstanding. Singleton's points are illustrated with case studies from rural schools in Thailand and the Philippines.

-106-
Smart, Reginald. Global Village Conversation. New York, NY: AFS International Scholarships, 1968. 30p.

"Bridges and Barriers to Communication between Persons of Different Cultures" is the subtitle of this introduction to the problems of cross-cultural communication. The piece deals effectively with both the verbal and nonverbal barriers to communication, offers practical advice on how the resulting gaps might be bridged, and punctuates all with instructive examples. Smart believes that the greatest barrier to intercultural communication is personal insecurity. Note: Order this booklet by sending $0.50 to AFS at 313 East 43rd Street, New York, NY 10017.

-107-
Smith, Gary R., and Otero, George G. Teaching about Cultural Awareness. Denver, CO: Center for Teaching International Relations, 1977.

This manual for teachers focuses on perception, stereotyping, prejudice, and discrimination as well as the concept of culture as a "distinct set of values, norms, beliefs and standards by which groups of people are viewed as different from each other." It includes classroom materials and bibliographies. Its intended use is with upper elementary, junior and senior high students. (This annotation adapted from a review appearing in The Bridge.) Note: Available for $7.60 from the Center for Research and Education, 1800 Pontiac, Denver, CO 80220.

-108-
Smith, Gary R., and Otero, George G. Images of China. Denver, CO: Center for Teaching International Relations, 1977.

This manual for teachers is not about China per se, but about the stereotypical images students may have about China and the Chinese.

It makes use of the considerable body of data existing on American-Chinese perceptions and misperceptions about each other. As a case study in stereotyping, the unit develops skills that may be used to explore students' images of other cultural and ethnic groups. (This annotation adapted from a review appearing in The Bridge.) Note: Available for $4.60 from the Center for Research and Education, 1800 Pontiac, Denver, CO 80220.

-109-
Snyder, Barbara. Encuentros Culturales: Cross-Cultural Minidramas. Skokie, IL: National Textbook Co., 1975. 119p.

In this book we find 53 mini-dramas in Spanish, most no more than half-a-page long, creating a situation (in most cases) in which an American exchange student in Latin America encounters a perplexing cross-cultural problem because of the differences between North and Latin American attitudes, values, roles, beliefs, or social expectations. After each mini-drama, a question is posed in English, and four possible answers are given in English from which to choose. After each possible answer a page reference is given, and at each of these a statement if found explaining why the answer selected is wrong or right. In short, this volume is a species of programmed textbook modelled directly on the "cultural assimilator" developed by Harry C. Triandis and others. The book is primarily designed for use with classes of Anglo youngsters who are being taught Spanish, but would be excellent for the preparation of Anglo exchange students preparing to go to Latin America.

-110-
Spindler, George D. "The Transmission of American Culture." In George D. Spindler (Ed.), Education and Culture. New York, NY: Holt, Rinehart & Winston, 1963. pp. 148-172.

In this unusual article, Spindler raises questions about the disjunctive and counterproductive events that can and do occur in classrooms where teachers and students come from different socio-economic strata within the same culture--perhaps within the same town. His concern is not with ethnic differences, but rather with subtle and out-of-awareness infracultural differences in value patterns. Spindler traces the origin of this problem to the process by which teachers are acculturated, and closes by suggesting a potential solution.

-111-
Spindler, George D. "Why Have Minority Groups in North America Been Disadvantaged by Their Schools?" In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 69-81.

In this wide-ranging article Spindler discusses the fact that the educational bureaucracy in a complex urban system functions in some ways like an alien cultural system in relation to the local community and its children. Cross-cultural comparisons are made concerning the problems generated by such an arrangement as well as

the solutions attempted by various minority groups. Discussed are ethnographic studies of education and cultural transmission among the Hutterites and the Amish in the USA (Hostetler and Huntington, 1967 and 1971), Native Americans in Canada (King, 1967), Blacks near New Orleans (Ward, 1971), the Sisala of Northern Ghana (Grindal, 1972), and Blacks in New York's Harlem (Rosenfeld, 1971).

-112-
Spindler, George D. "Beth Anne--A Case Study of Culturally Defined Adjustment and Teacher Perceptions." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 139-153.

This rather unsettling article reprots what anthropological fieldworkers discovered about a white, upper middle class, fifth-grade girl who was rated by her present and former teachers as one of the best adjusted children in the school. In short, she wasn't. Spindler does not blame the teachers for their blindness to Beth Anne's problems; instead, he describes them as culturally conditioned actors in a self-sustaining value system in which Beth Anne fit certain unquestioned and rather rigid criteria for "success" and "adjustment." Spindler draws rather pessimistic conclusions, in part because the teachers failed to significantly alter their perceptions of Beth Anne after all findings were shared with them. Implications for teacher training are briefly discussed.

-113-
Spindler, George D. "Transcultural Sensitization." In George D. Spindler (Ed.), Education and Cultural Process: Toward an Anthropology of Education. New York, NY: Holt, Rinehart & Winston, 1974. pp. 449-462.

In this article, Spindler describes in detail how he went about trying to "sensitize" Stanford University sophomores who were living and studying in Germany so that they would correctly perceive and interpret features of the life and culture surrounding them. The method employed involved the use of ten still color photographs, five of which are reproduced in black and white in the text. The students simply were shown the photos, asked to write down what they saw, and, in some cases, what the individuals in the photo were thinking and feeling. This reviewer has mixed feelings about Spindler's method. On the one hand, several of the photos contain visual information that is insufficient for conveying all the cultural patterns seemingly expected by Spindler (for example, a photo of one woman in front of a brick oven is expected to convey that the "Backhaus" is a social-gathering and gossip center). On the other hand, Spindler's conclusions with respect to perceptual distortion in transcultural observation (involving ambiguity, stereotypical expectations, and projection of emotional states) are valuable contributions to the understanding of cross-cultural problems.

-114-
Srinivasan, Lyra. Cross Cultural Study Prints, Second Edition, Revised. Thompson, CT: InterCulture Associates, 1978. 30 9" x 12" black & white photographs. Teachers Guide, 8p.

This publication provides the teacher with a unique method of approaching the study of the advantages and limitations of cultural sight-clues; it is intended for use with students at all levels, beginning with the upper elementary grades. The 30 photographs are from a variety of nations and cultures, and are ordered roughly so as to descend in identifiability. In other words, the first pictures are the easiest for the students to identify (in terms of where each was taken, what is occurring, what technological level is represented, and so forth), but the process of identification becomes increasingly frustrating so that the student begins to realize that his or her preconceived cultural sight-clues have limitations and may amount to false stereotypes. The prints are also useful for studying cultural change resulting from external influences, and for illustrating the role of the United Nations in assisting the lesser developed countries (many of the photos are of UN developmental activities). Notes are provided concerning each photograph: these are uneven--some are extensive, others wholly inadequate. A student response sheet is provided to guide the inquiry of younger users of the prints. Note: Available for $14.00 from InterCulture Associates, Box 277, Thompson, CT 06277.

-115-
Stembler, William. Indus-Barer: A Cross Culture Simulation Kit. Denver, CO: Center for Research and Education, n.d.

Originally prepared as part of a curriculum on prejudice and discrimination for elementary students, this simulation game is similar in concept to Rafá Rafá, which is described in this bibliography under Shirts, R. Gary, above. The booklet is a make-your-own set of instructions. (This annotation adapted from a review appearing in The Bridge.) Note: Available for $4.10 from Center for Research & Education, 1800 Pontiac, Denver, CO 80220.

-116-
Stewart, Edward D. American Cultural Patterns: A Cross-Cultural Perspective. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1972. 96p.

Despite its modest length, this monograph is a comprehensive and lucid analysis of American assumptions, values, and sociocultural patterns. Its intended audience includes foreign student advisors, Americans working or studying overseas, and other Americans who must function in an intercultural milieu; its fundamental premise is that in order for such people to avoid cross-cultural misunderstandings they must have a clear understanding of their own cultural patterns as well as those of others. Following a conceptualization of the problem, Stewart discusses American patterns of thinking, forms of activity and social relations, perceptions of the world, and dimensions of the

self. Ways and means of applying this knowledge also are discussed. Bibliography. Note: Available for $4.45 from Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-117-
Taba, Hilda. Cultural Attitudes and International Understanding. IIE Research Program Occasional Paper 5. New York, NY: Institute of International Education, 1953. 84p.

This paper reports the findings of research carried out on a number of American students who were on a study tour of France. Taba suggests that there are three types of response to cross-cultural contact, and she illustrates each one with a specific case study. Her findings challenge some common assumptions, such as the one that cross-cultural contact leads to cultural tolerance and broader insights. Particular attention is given to the interplay between intellectual and emotional values in forming cultural judgments. Ethnocentrism and prejudice are found not to be essentially the same. Perhaps the most interesting of Taba's conclusions is that Americans going abroad should prepare themselves by studying their own culture rather than that of the place to be visited.

-118-
Thomas, Robert K., and Wahrhaftig, Albert L. "Indians, Hillbillies, and the 'Education Problem'." In Murray L. Wax, et al. (Eds.), Anthropological Perspectives on Education. New York, NY: Basic Books, 1971. pp. 230-251.

Focusing on the Cherokee Indians and "folk-whites" of Eastern Oklahoma, this article draws attention to the problems generated when small communities or ethnic enclaves lag behind the mainstream culture. Primary emphasis is on the effects of formal schooling that attempts to reduce this cultural lag. The authors adopt a critical and pessimistic stance, seeing the efforts of the O.E.O. and similar mainstream organizations as a form of colonialism in which acceptable behaviors are dictated to those "disadvantaged" individuals who want to make it into the system. As evidence for their point of view, they note that ethnic communities are making ever more dogged efforts to resist forced assimilation. They also condemn mainstream emphasis on individual achievement because it seldom includes any provision for entire communities to improve their collective ranks in the social order.

-119-
Triandis, Harry C. "Culture Training, Cognitive Complexity, and Interpersonal Attitudes." In Richard W. Brislin, et al. (Eds.), Cross-Cultural Perspectives on Learning. A Sage Publication. New York, NY: Halsted Press (John Wiley & Sons), 1975. pp. 39-77.

In this thoughtful paper for the advanced reader, Triandis develops a paradigm for the study of intercultural relationships and reviews

numerous relevant empirical studies. The paradigm suggests that effective behavior in a culturally different context requires development of "isomorphic attributions" (not unlike empathy). Successful cross-cultural training leads to an increase in cognitive complexity, especially in the abilities to increasingly differentiate and discriminate with respect to the behaviors of culturally different others. Field independence/dependence is also related to cognitive complexity. Highly theoretical considerations (including the development of complex mathematical formulas) are balanced in this article by practical examples, some drawn from the classroom. Also discussed is the "culture assimilator," a relatively efficient method of cross-cultural training. Extensive bibliography. (Note: For published examples of the "culture assimilator," see entries in this bibliography for Snyder, Barbara, and for Levno, Arley.)

-120-
Useem, Ruth Hill, and Downie, Richard D. "Third-Culture Kids." In Hernan LaFontaine, et al. (Eds.), Bilingual Education. Wayne, NJ: Avery Publishing Group, 1978. pp. 128-138.

This article introduces the reader to "third-culture kids" (TCKs), who are the offspring of parents employed or stationed outside of their native country. The authors note that little research has been conducted on TCKs, and describe the nature of such individuals' social and educational experiences abroad as well as the problems they face upon returning to their "native" land following long periods of absence. A short list of suggested readings is included.

-121-
Wallman, Sandra. "Conceptual Barriers to Cross-Cultural Communication." In S.H. Irvine and J.T. Sanders (Eds.), Cultural Adaptation within Modern Africa. New York, NY: Teachers College Press, 1972. pp. 35-47.

Although written for practitioners of international educational development, this article will have wider appeal due to its convincing illustrations of deep cultural differences of various kinds. Wallman reports on events in Basutoland where wide conceptual differences in the use of terms of area measurement, clock time, weight, and volume nearly sabotaged well meaning government efforts to assist illiterate peasants in improving their nutritional intake, crop yields, and the like. Also touched upon are ways in which the peasants grossly misunderstood various posters carefully drawn for their edification. The article underscores potential hazards in the assumption that non-Western peoples will readily adapt to Western conventions and conceptual modes.

-122-
Wax, Murray L., and Wax, Rosalie H. "Cultural Deprivation as an Educational Ideology." In Eleanor Burke Leacock (Ed.), The Culture of Poverty: A Critique. New York, NY: Simon and Schuster, 1971. pp. 127-139.

In this convincing article, the Waxes relate their experiences at the Pine Ridge Indian Reservation and provide examples of the attitudes of mainstream teachers and B.I.A. officials toward the "culturally deprived" Indians. The authors demonstrate how this term is loaded with arrogance and paternalism, and how it is thoroughly grounded in ignorance. This is the article in which the Waxes coin and explain their term "vacuum ideology," and show how such an attitude leads to cultural imperialism in schools and classrooms.

-123-
Wax, Murray L., and Wax, Rosalie H. "Great Tradition, Little Tradition, and Formal Education." In Murray L. Wax, et al. (Eds.), Anthropological Perspectives on Education. New York, NY: Basic Books, 1971. pp. 3-18.

This thoughtful article examines the impact of the "Great Tradition" (the mainstream, rational/intellectual culture) upon the "Little Tradition" of small communities and ethnic enclaves, using examples from the Waxes' Pine Ridge Indian Reservation experiences to underscore the points. The term "vacuum ideology" is discussed, as is the notion of the "culturally deprived child" (which is shown to be utterly ethnocentric). The article also has great vlue in stimulating thought about the nature of past educational research, which the Waxes label "pseudoempirical" becuase it has failed to observe what actually occurs in schools. Finally, the Waxes argue for more humane concerns and processes in education, with less attention to ways of teaching better, faster, and more to ever younger children.

-124-
Wax, Rosalie H. "Oglala Sioux Dropouts and Their Problems with Educators." In Joan I. Roberts and Sherrie K. Akinsanya (Eds.), Educational Patterns and Cultural Configurations: An Anthropology of Education. New York, NY: David McKay, 1976. pp. 216-226.

Wax compares and contrasts the values and structures of the Sioux social system with those of the mainstream educational establishment, and discusses the overwhelming problems faced by Sioux boys who transfer from a Sioux-dominated day school to a white-run boarding school in the process of moving from eighth to ninth grade. The reader is left wondering whether those who drop out within the first year or so may be better off, at least in terms of human integrity, than those who manage to graduate. The Sioux youth are depicted as reckless, daring, virile, courageous, proud, sensitive, and loyal within their peer group context, whereas the educators are painted as bureaucratic, monotonous, regulation-bound, and ultimately dehumanizing.

-125-
Weeks, William H., et al. (Eds.). A Manual of Structured Experiences for Cross-Cultural Learning. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1977. 117p.

This manual describes 59 "structured experiences" that are designed primarily to be used with groups of adults or older adolescents who come from a variety of cultural backgrounds. The experiences range from the simple to the complex, from relatively objective exercises to sensitivity training-type group interactions, and from the completely verbal to the completely nonverbal. The 59 experiences are arranged under the following headings: (1) Participant Introduction and Initial Group Experience, (2) Dynamics of Communication, (3) Clarification of Values, (4) Identification of Roles, (5) Group Processes, (6) Recognition of Feelings and Attitudes, (7) Community Interaction, (8) Brainstorming Tasks and Problems, and (9) Multiple Objectives. Of particular interest is the prefatory essay, entitled "Pros and Cons of Using Structured Exercises in Intercultural Groups." This reviewer found the arguments against using such exercises in multicultural groups to be thoughtful and convincing (see pages ix-xii). Note: Available for $4.95 from the Intercultural Network, 906 North Spring Avenue, La Grange Park, IL 60525.

-126-
Wolcott, Harry F. A Kwakiutl Village and School. New York, NY: Holt, Rinehart & Winston, 1967. 132p.

This anthropological study of a tiny British Columbian Indian community and its school was carried out by Wolcott while he served for one year as the resident village school teacher. Wolcott records with admirable thoroughness what happens when a white teacher attempts to provide a middle class curriculum for youngsters otherwise immersed in a traditional culture. Many important and perplexing questions about culture contact in the classroom are implicitly raised; Wolcott leaves the reader to ponder them on his or her own.

-127-
Wolfgang, Aaron (Ed.). Education of Immigrant Students: Issues and Answers. Toronto, Ontario: Ontario Institute for Studies in Education, 1975. 224p.

This volume is a collection of papers presented at a symposium where individuals from diverse backgrounds explored questions confronting teachers, administrators, and others involved in the education of immigrants. Most of the contributors spoke of the experiences of immigrants in English-speaking Canada, but many of the issues explored are common to the French-speaking regions as well. The issues discussed ranged from the ethical and philosophical to the practical and mundane. Some common threads running through the papers include ways and means of promoting a positive self-concept among immigrant children, and ideas for facilitating communication between educators and immigrants. Note: Available for $6.00 from the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada.

-128-
Zintz, Miles V. Education Across Cultures. Dubuque, IA: William C. Brown Book Company, 1963. 401p.

This volume is primarily designed to serve as a text for educators working in the American Southwest with Navajo, Pueblo, and Spanish-American children. Yet, in some respects, Zintz's approach is broad: he delves into the foundations of education for minority groups, examines the background of the typical middle-class teacher, and lists the barriers to educational success of bilingual/bicultural children. Running as an undercurrent throughout the book is the assumption that culturally different individuals eventually will have to conform to mainstream ways. Much attention is given to language and language teaching, and dozens of practical suggestions are offered for TESOL teachers. Of special value is an appendix entitled "Ways of Working with the Navajos."

-129-
Zintz, Miles V. "Problems of Classroom Adjustment of Indian Children in Public Elementary Schools in the Southwest." In A. Harry Passow, et al. (Eds.), Education of the Disadvantaged. New York, NY: Holt, Rinehart & Winston, 1967. pp. 88-100.

Drawing on years of research (his own and that of many others) in the American Southwest, Zintz discusses the cultural differences separating the Navajo, Pueblo, Spanish-American, and Anglo peoples, and relates these to problems in the education of children from each of the four groups. He suggests that at the root of the problems lies not intellectual incompetence on the part of the children, but poorly prepared and cross-culturally unsophisticated classroom teachers. Zintz also aruges that while it is admirable to talk about the preservation of the minority cultures, the fact is that the minorities are inexorably shifting toward the dominant Anglo culture; schools must deal with this reality no matter what social thinkers might advise.

-130-
Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. New York, NY: College Entrance Examination Board, 1970. 235p.

The bulk of this book consists of an explication of data and information gathered by the author in extensive interviews with educators during visits to schools and special projects throughout the Southwest. Three complex and interrelated sets of factors influencing Mexican-American children during their school years are identified: the nature of the diverse subcultures and societies in which Mexican-American children grow up; the kind and quality of formal education available to Mexican-Americans; and the nature of local and

regional social systems as well as the equal or unequal opportunity they afford this minority group. Some of the topics specifically dealt with by the author include achievement and participation in school, Mexican-American culture and values, negative self-concept, segregation, separation within mixed schools, Mexican-American teachers, the influence of the community, remedial and corrective programs for students, and programs to change the schools. An extensive bibliography is included.

-131-

Longstreet, Wilma S. Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. New York, NY: Teachers College Press, 1978. 196p.

In this very recently published volume, Longstreet discusses in detail five basic aspects of ethnicity: verbal communication, nonverbal communication, orientation modes, social value patterns, and intellectual modes. She explains how classroom teachers can arrive at sufficiently valid generalizations about any ethnic group to enable them to systematically and empathetically alter the content and procedures of their lessons in order to relate better to students from that group. Although Longstreet's major purpose is to explain her "action research" methodology, she develops her book equally as a quasi-historical description of how she and her graduate and undergraduate students worked out the methodology over several years. A few features of Longstreet's approach are unusual and require mention. First, what she refers to as ethnicity is what most people in this field refer to as culture. Nevertheless, her working definition of the term is clear, concise, and useful. Second, Longstreet gives the appearance of not having read deeply in the cross-cultural literature, but of having struck out boldly on her own. The result is a little confusion (such as lumping paralinguistics with verbal communication) but also much fresh insight (such as creating "orientation modes" as a separate category of nonverbal behavior, and postulating that "scholastic ethnicity" is in some degree shared by all who attended school in the United States). Finally, Longstreet seems to have written this book at a time when her methodology was beginning to show promise but was not yet fully developed. This, too, is not a problem, for the reader is left feeling that he can take Longstreet's ideas and develop them to suit his methodological preferences and practical needs. In short, Aspects of Ethnicity is an important contribution to the field.

Subject Index to Citations

The numbers following each index term refer to the document numbers that begin each citation, not to page numbers. Index terms such as "Culture Contact" and "Cultural Differences" have not been included because virtually every citation in this bibliography concerns such matters as these.

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